

Retirement Plan B Favored

CTA election discussed on page 3

Other features in this edition include:
**Public Schools Week, Safe Driving and
Safe Crossings, Legislation, Ethics,
and Salary Studies.**

CTA
Journal

CALIFORNIA TEACHERS ASSOCIATION

Our 125 "dry holes"

last year
helped keep
you on wheels

If you're anything like the average motorist, you'll need about 690 gallons of gasoline to take you where you want to drive this year. And that's just a beginning. Keeping you on wheels and supplying you with the thousand and one "oil-born" products so vital to modern living requires 2 gallons of petroleum a day for every man, woman and child in the U.S. — an increase of 58% since 1941.

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APRIL
1955

Flowers for Teacher

Spring flowers and blossoms in California provide the incentive for all good little boys and girls to "take a posie to teacher." We are sure teacher appreciates this practice. But there are trying moments, like the one Les Landin has recorded for our cover, when teacher has her problems.

How can all these flowers go into the one tiny little vase available? Action will be suspended for a few minutes while the janitor finds a few more flower-bowls.

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EDUCATIONAL
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Arthur F. Corey
CTA Executive Secretary

The Clash and Clamor Die

TO our ancestors, voting was a noisy and exciting activity. Long ago, as far as history reaches, we find rudimentary suffrage as a factor in the lives of men. In early assemblies the people recorded their opinion by "clamoring," a method which was still in use as late as Sparta.

In early Roman days men spoke their minds by clashing their swords or shields. The Latin word "suffragium" means literally a responsive crash. These methods put a premium on good lungs and strong right arms and, as in some cases today, the loudness of the vote was little indication of the number voting. The crash of arms resounding through a peaceful Roman valley did not necessarily mean bloody warfare but more likely only the men of the neighborhood arguing out some knotty problem of local government.

There always has been something exciting about the very process of holding a significant election. Professionally, we have just completed such an experience. Teachers in California have voted what they wish done about teacher retirement. The results here given are unaudited and hence tentative but for all practical purposes are complete.

Number favoring change . . . 54,844

Number opposed to change . . 6,352

Number favoring Plan A . . . 11,221

Number favoring Plan B . . . 49,052

These results now go to the Retirement Committee and the State Council and must be translated into an action program. It is this action program to which we must now turn our attention.

There were minorities who will not be pleased with these results. There were those who wanted no change and there were those favoring a change who liked neither Plan A nor Plan B. There was also a sizable minority who favored Plan A. The very process of holding an intelligent election gives emphasis to minority opinion. There were times during the recent statewide discussion of retirement when observers expressed doubt that a decisive vote could ever be obtained on any plan or issue.

We had our share of "clash" and "clamor." It is now time to close ranks and move forward. The most significant aspect of our emerging profession is solidarity. This means that when a program has been democratically established by the group we all support it vigorously even though yesterday some of us may have been of the minority who "clamored" against it.

A.F.C.



FROM THE FIELD

... statewide professional news

STATE COUNCIL APRIL 8-9

Annual meeting of the State Council of Education will be held at Asilomar, Pacific Grove, Friday and Saturday, April 8 and 9. Election of three members of the Board of Directors will be a special order of business. Terms of J. Stanley Brode, Southern Section; Erwin A. Dann, Central Section; and Rex Turner, Bay Section, will expire. Mr. Dann and Dr. Turner will not be eligible for reelection, having served two consecutive three-year terms. David J. Conley's term will expire as NEA Director for California and two candidates have been nominated to succeed him: Mrs. Hazel Blanchard of Fresno and Mrs. Fern DeSoto of Chico. More than 300 representative leaders of CTA, as well as state and section staff members, are expected to attend.

PLAN NOW FOR CHICAGO California's three NEA Directors urge local teacher associations to name their representatives as soon as possible for the 1955 NEA Delegate Assembly to be held in Chicago July 3-8. One delegate is permitted for each organization having 100 (or major fraction) NEA members and having affiliated status with NEA. Early choice of delegates will permit better choice of hotel accommodations, eligibility for appointment to various California committees, and prompt delivery of pre-convention materials.

1955 LIST IS GROWING New and renewal CTA memberships for 1955 were flooding into state CTA office during the spring months, reaching an official figure on March 4 of 68,011 as compared with 61,397 for the same date last year. By the time this edition went to press the total passed the 1954 peak of 72,492, with every indication that the year's high figure would reach near the 80,000 mark. Due to lag of transmission from local membership chairmen to section office to state office, many members reported late delivery or non-delivery of CTA Journal. Difficulties are being corrected as rapidly as possible and adequate pressruns have been ordered to assure delivery to all active members. Most serious reason for non-delivery is caused by address changes without notice. More than 4000 members moved during the summer without notifying Membership Department in San Francisco and consequently did not receive their September 1954 edition. The postoffice destroys such undeliverable copies and charges CTA for notice of address change. Mailing plates are invariably corrected immediately on receipt of notice.

CHARTERS ADDED Chartered local teacher associations recognized by CTA in February included: 425, Arroyo High School Teachers Association, Alameda county; 426, San Gabriel Teachers Association, Los Angeles county; 427, Jefferson Classroom Teachers Association, San Mateo county; 428, Whisman District Teachers Association, Mountain View, Santa Clara county.

RECRUITMENT CONFERENCES

A traveling team of CTA, PTA, and State Department of Education personnel covered California in a series of five teacher recruitment clinics during February. Key representatives of lay and educational groups met in Sacramento, Oakland, Riverside, Los Angeles, and Fresno to appraise current recruitment efforts, recommend plans of action to relieve the immediate need, and develop long-range programs. Each day's program opened with a presentation of current supply and demand figures. Estimated need, according to the State Department spokesman, is for an average of 15,000 new teachers every year between now and 1965. This year's anticipated supply of teaching graduates of California institutions is less than 7,000. Afternoon seminars were attended by a cross-section of conference participants to pool ideas on tasks to be undertaken by all groups. These suggestions were taken to the final section, in which each organization's representatives met. Every group drew up a list of specific commitments to be put into immediate effect by its organization.

SCHOOL BUILDING AID PROGRAMS

State funds made available since 1947 to assist school districts in constructing essential facilities total \$590,500,000. The largest part of this was accounted for in 1949, when a \$250,000,000 State bond issue was authorized. Between 1947 and the end of 1954, school facilities costing approximately \$436,000,000, with a seating capacity for an estimated 423,000 children had been placed under construction or completed with State aid. An additional \$63,000,000 is approved for construction and in the planning stage. Projects costing \$135,700,000 so far approved under the 1952 Act are located in 37 of California's 58 counties. The 219 projects that have reached the construction phase comprise some 4,200,000 square feet of building area, 91 per cent of which is for elementary school facilities. The figures were released in the 1954 report of John M. Pierce, director of the State Department of Finance and chairman of the State Allocation Board.

FUND AIDS RECRUITMENT

Hailed as timely aid in the recruitment of teachers is the \$350,000 grant from the Fund for the Advancement of Education (Ford Foundation) to the San Francisco unified school district to prepare persons with a liberal arts background for classroom teaching. Research includes internship during teacher education program, measure of professional course work needed for persons with an A.B. degree, and study of a continuing program of teacher education. Applicants must have an A.B., be less than 38 years of age, and be able to meet current regulations when eventually employed by the district. Time is evenly divided between professional study and direct experience in the classroom. Two semesters was scheduled as the required preparation period.

BEAR FLAG MUST SHOW

State law (Gov Code Sec. 430-437) requires that the state flag (Bear Flag) be flown with the U.S.A. flag at all open-air sports events. The superintendent of public instruction recently noted that schools have not always observed the regulations. Detailed instructions on the display of flags may be found in Education Code Sections 18901-2.

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PEOPLE AND PLACES

DR. HERBERT S. CLISH, superintendent of San Francisco schools for the past seven years, resigned effective in June with announced intention of accepting a superintendency in suburban New York • ELIZABETH YANK of Marysville has launched her campaign for presidency of NEA Department of Classroom Teachers with endorsements from section, state, and regional CTA groups • LIBRARY circulation in California averages more than four books per person, leading the nation in utilization of public libraries • SCIENCE FAIR of the San Francisco Bay area will have its second annual showing at California Academy of Sciences in Golden Gate Park April 15-21 • JOHN H. McCOY, former director of Santa Ana College and assistant to the president of Occidental College, has been appointed director of the School of Journalism of USC • LEROY E. ARMSTRONG, first executive secretary of the California Teachers Association, died at his home in Oakland February 20. First full-time secretary of a state association in the U. S., he served from 1909 to 1912, resigning to become western manager of a book company with offices in San Francisco. He retired in 1948. Mr. Armstrong is survived by his wife, two daughters, and a son • DR. EDITH C. SMITH was appointed principal of the new Marston junior high school in Clairemont, San Diego City • CSTA leaders held a spring conference on professional problems at USC March 26 • EL CAJON Valley News, a semi-weekly newspaper of San Diego county, has given vigorous editorial support to maintenance of teacher tenure laws • HELEN HEFFERNAN, chief of the bureau of elementary education, State Department of Education, is co-author of the third in a series of articles on new school buildings in April edition of NEA Journal • GREATER SAN DIEGO SCIENCE FAIR will be held April 15-19 at the Institute of Aeronautical Sciences, San Diego • CONSERVATION WEEK, March 7-14, saw scores of special programs in California schools, featuring planting of trees on Arbor Day (March 7) • RICHARD RYAN, Anaheim union high school, became president of California Industrial Education Association at the CIEA annual convention held in San Diego's Balboa Park March 18-19, succeeding J. K. BARNETT of Modesto junior college • EDUCATIONAL TV highlights for the state included a series of school demonstration telecasts over KERO-TV (Channel 10) BAKERSFIELD, a new children's story hour (Monday 5-5:30 p.m., Channel 9), on KQED, SAN FRANCISCO, and an adult education series on KFMB-TV (Channel 8), SAN DIEGO • MISS LOIS OLSEN, music supervisor for South Pasadena elementary schools, died February 6 • MRS. ROLLIN BROWN, Los Angeles, first vice-president of National Congress of Parents and Teachers, was appointed to a 21-member commission to plan the 100th anniversary celebration of National Education Association by MISS WAURINE WALKER, NEA president. The 1957 event will be held in Philadelphia.

FROM HERE AND THERE

The design for the proposed Lake Merced Elementary School in San Francisco recently won a citation in the second Annual Design Awards Program sponsored by *Progressive Architecture*. Design is by John Lyon Reid & Partners, San Francisco. • Future Scientists of America Foundation announces another "Research Team" summer conference at San Jose State College, August 12-26, with fellowships available for 32 teachers.

EDUCATION, U.S.A.

..... national professional news

COMICS FACT KIT

Comics Magazine Association of America, Inc., has issued a "Fact Kit" for the benefit of individuals and groups who are interested in the comic book industry's program for self-regulation. The kit includes seven basic pamphlets, together with a reproduction of the Seal of Approval of the Comics Code Authority and a copy of the Comics Code. Requests may be mailed to Comics Magazine Association of America, Inc., 41 E. 42nd St., New York 17. Meanwhile, a widely-publicized 60-page report, "Comic Book Regulation," published by the Bureau of Public Administration of the University of California, quotes the Senate Committee to Investigate Organized Crime with "Twelve per cent of the nation's school teachers were reported as readers (of comic books)."

CARR ADDRESS OPPOSES BILL

NEA Executive Secretary William G. Carr, in a recent address at the 39th annual convention of the National Association of Secondary School Principals, analyzed Senate Bill 968, the legislation proposed to give effect to President Eisenhower's education program. Federal funds are offered where needed, he said, but only two states have in full operation the necessary school-building agencies required to administer funds. Other states must create such agencies, and it will take years to do so. Even the two states, Georgia and Pennsylvania, having required agencies, report that part II (authorizing Federal credit assistance) will be of little help. Also, Carr points out, the bill includes no clause which explicitly restrains the Federal government from exercising control of the educational process, although this could be an oversight due to hasty drafting. This, however, is not the greatest source of danger. By limiting direct aid to districts that will, in effect, step forward to take a pauper's oath, the bill isolates weak local districts and leaves them in a position vulnerable to pressure. NEA is not committed to oppose every aspect of the Administration bill if it is amended to safeguard more fully local and state control of education, and if the amounts involved are increased; opposition to the bill is indicated if the Administration measure is intended to prevent or delay more fundamental, substantial or better-considered legislation.

ARTHUR F. COREY, CTA Executive Secretary, forcefully outlined similar objections to the Administration measure for federal aid to schools in a speech March 14 before AASA at Denver. He added that the President had been poorly advised, urged that the Secretary of the Department of Health, Education, and Welfare and the U. S. Commissioner of Education be removed from office.

MILDRED SANDISON FENNER was named editor of the NEA Journal by the Executive Committee of the NEA. Mrs. Fenner had been a member of the NEA Journal staff since 1931, was named managing editor three years ago. A native of Missouri, she graduated from Missouri State College, later earned a Ph.D. at George Washington University in the District of Columbia. She succeeds Joy Elmer Morgan, who retired last December after holding the position for 35 years.

CALENDAR *of events for April and May*

April 2—CTA State Board of Directors Meeting; San Francisco.

April 2-4—California Home Economics Association; state convention; Los Angeles.

April 2-5—California Association for Health, Physical Education and Recreation; state conference; Riverside.

April 2-5—California Convention of National Audubon Society; Asilomar.

April 2-6—American Association of School Administrators, NEA; meeting; Cleveland.

April 3-5—California Business Education Association; state convention; San Diego.

April 3-6—California-Western Division, Music Educators National Conference, NEA; Berkeley.

April 3-6—Annual Conference of Elementary School Principals and District Superintendents in conjunction with the 27th Annual Conference of C.E.S.A.A.; Santa Rosa.

April 3-6—California Association of Adult Education Administrators; Santa Barbara.

April 3-6—California Association of Secondary School Administrators; Santa Barbara.

April 7—NEA Relations Commission meeting; San Francisco.

April 8—CTA Southern Section; board meeting; Asilomar.

April 8-9—CTA State Council Meeting; Asilomar.

April 8-9—CTA North Coast Section; board meeting; Asilomar.

April 9—CTA State Board of Directors; annual meeting; Asilomar.

April 10-16—International Council for Exceptional Children, NEA; international conference; Long Beach.

April 11-16—National Art Education Association, NEA; 3rd national conference; Cleveland.

April 13-16—California Association of Public School Business Officials; 28th annual convention; Coronado.

April 14—PAN AMERICAN DAY.

April 15-16—California Education Study Council; Berkeley.

April 16—CTA Section Secretaries meeting; San Francisco.

April 16—Southern California Junior College Association; meeting; Fullerton.

April 16—California Elementary School Science Association; northern section meeting; Chico.

April 18-21—Third Regional Instructional Conference sponsored by NEA and other organizations in 8 western states; Denver.

April 18-22—Department of Audio-Visual Instruction, NEA; national convention; Los Angeles.

April 22—California School Supervisors Association; San Joaquin Valley Section meeting; Bakersfield.

April 23—CTA Central Section; board meeting; Fresno.

April 25-30—PUBLIC SCHOOLS WEEK.

April 26-30—American Industrial Arts Association, NEA; national convention; Atlantic City.

April 29—Commission on Educational Policy meeting; San Francisco.

April 29-May 1—Delta Kappa Gamma; state convention; San Francisco.

April 30—CTA Northern Section; executive board meeting; Marysville.

April 30—Central Region Convention of California Scholarship Federation; Fresno.

May 3—California Congress of Parents and Teachers; board of managers meeting; Los Angeles.

May 4-6—California Congress of Parents and Teachers; annual state convention; Los Angeles.

May 6-7—C.E.S.A.A., central review board; meeting of co-operative research project; San Francisco.

May 7—CTA Classroom Teachers Department, Central Section; executive board meeting; Fresno.

May 7—CTA Central Section; council meeting; Fresno.

May 7—CTA Southern Section; board meeting; Los Angeles.

May 7—California Elementary School Science Association; northern association meeting; Chico.

May 7—California Elementary School Administrators Association; southern section meeting; Norwalk.

May 13—CTA Northern Section; Classroom Teachers; meeting; Orland.

May 13-14—CSTA Council meeting; Asilomar.

May 14—CTA Northern Section; council meeting; Orland.

May 14—Northern Region Convention of California Scholarship Federation; Del Paso Heights, Sacramento.

May 14—CTA Southern Section; council meeting; Los Angeles.

May 20—CTA Bay Section; executive committee meeting; San Francisco.

May 21—CTA Southern Section; presidents' conference; Los Angeles.

May 23-25—National Congress of Parents and Teachers; annual convention; Chicago.

May 27—California Advisory Council on Educational Research; San Diego.

July 3-8—NEA Delegate Assembly; Chicago.

SPECIAL DATES TO REMEMBER:

April 8-9 CTA State Council of Education annual meeting

April 25-30 Public Schools Week in California

July 3-8 NEA Delegate Assembly in Chicago

CTA Takes Position On Important Measures

Tenure and Assessment Equalization
Among 700 Educational Bills Now
Before California Legislature



THE 43-member CTA Legislative Committee and the 36-member CTA Committee on Financing Public Education completed a two-day study of more than 700 legislative bills relating to education February 26 and 27, just before the Legislature resumed session after the February recess.

Working long hours Saturday and Sunday, study groups made recommendations followed by committee action which classified bills as sponsored, supported, opposed, approved, and disapproved.

Moving to eliminate improper assessment practices which have resulted in inequitable distribution of state funds to school districts, the CTA group opposed further delay in the effective date of state law requiring equalization of property assessments.

A bill passed in 1949 had called for equalization but it had never become operative because each succeeding legislature had postponed the effective date. Unless the measure is repealed or further extended at this session, it will go into effect July 1 of this year.

County assessors and boards of supervisors in the state are urging repeal of the bill on the basis that if it goes into effect the Board of Equalization might equalize property assessments on public utilities. The action of the CTA meets the fear of the assessors and supervisors by proposing an amendment to the existing law which would eliminate any possibility of reduction in public utilities assessments. Such a reduction, according to the committee, "would pile

an extra burden of taxation on the shoulders of home-owners."

The committee voted disapproval of one proposal which would make audits of school district accounts mandatory every two years instead of annually, and another which would make audits optional rather than mandatory.

CTA adopted policy on laws and constitutional amendments which would provide for election of county boards of education rather than appointment and for the appointment of county superintendents who are now elected.

Tenure Action

Legislation to provide for self-discipline by the profession, with opposition to a proposal which would deny teachers the right to go to court in cases of contested dismissal, were also recommended by the CTA.

Strong support was given to the so-called Dilworth bill which provides that panels of expertly qualified members of the teaching profession shall be appointed upon the request of a governing board, or a teacher facing dismissal for incompetency or unfitness, to conduct hearings and make a report which would be accepted as evidence in court. This proposal represents the plan of the profession in California to cloak the profession with self-disciplinary authority similar to that in the legal and medical professions.

The committee recommended all-out opposition to the so-called Lyon bill which would permit boards to inflict penalties short of dismissal, would question the teacher's right to have con-

tested dismissal cases determined by court. Under provisions of the Lyon bill, the committees believed that "the school board could be accuser, judge and jury."

Bible Reading Again

Policy was made that the association take no action on legislation which would provide for the reading of the Bible in public schools. Two years ago, CTA vigorously opposed a similar bill, which died in committee. The bill now being considered would make Bible reading permissive.

In addition to those mentioned above, some of the more important bills on which CTA has taken a position include:

SPONSORED

AB 986 requires 70 per cent of foundation program be used for salaries of certificated personnel. AB 1160 provides for payroll deduction of professional dues. AB 1276 changes apportionment basis from preceding year's to current year's a.d.a. SB 367 authorizes county superintendents to issue temporary 60-day credential permitting payment of salary to teacher while regular credential application is being processed by State Department. SB 1391 restricts to Los Angeles and San Francisco provisions for probationary dismissal for cause only.

SUPPORTED

AB 980 continues child care centers and appropriates funds for their support. AB 1602 appropriates \$132,000 to State Department of Education for three-year study of educational program

for gifted pupils. SB 416 appropriates \$40,000 for study of educational programs for gifted pupils by State Department of Education.

APPROVED

AB 3034 permits State Board of Education to appoint an accreditation committee of ten members who shall be educators and shall receive no compensation but shall be allowed travel expenses. AB 3233 appropriates \$29,100 for study of library problems in California by California State Library.

OPPOSED

AB 774 exempts all personal property from taxation. AB 1693 permits districts to exclude Christmas vacation period in computing school months (contingent on amended provisions). AB 2600 substitutes board hearing for court hearing in disputed dismissal cases. AB 2607 deletes provision that probationary teachers in districts of 60,000 a.d.a. may be dismissed for cause only. SB 241 requires boards to designate employees to review library books, to ban or approve by resolution all library books purchased in the future.

DISAPPROVED

AB 2629 permits schools to be open on February 12, 22, September 9 and November 11. AB 3072 changes "average daily attendance" to "average enrollment" for computing state aid. SB 457 authorizes districts to levy taxes on new single or multiple dwellings at time of first sale, proceeds to be used for repayment of state building aid loans.

Action of committees in Senate and Assembly as well as final action of all educational bills will be reported weekly in CTA's Legislative Letter, published in Sacramento and edited by Robert E. McKay.

Aviation Day for Santa Ana Teachers

The subject of aviation took on a new significance to Santa Ana sixth grade teachers through a workshop in which they participated recently. Inspired by Miss Frances Smith, teacher at Franklin elementary school, the workshop was presented under the auspices of the Department of Instruction of the Santa Ana City Schools. The State Department of Education, United Air Lines, and the California Aeronautics Commission joined with educators from Long Beach State College and Los Angeles State College in planning the day.

"Ailerons," "elevators," "empennage," "thrust," "lift," and "aerodynamics" are among the words that became a part of the active vocabulary of those present, as through displays, talks, panel discussions, and filmstrips, the wonders of aviation and aviation education unfolded. Included in the day's activities was a tour of El Toro Marine Base. Here each teacher had the opportunity to operate a Link Trainer, to make a simulated flight in a Jet, and to examine the latest in Marine aircraft.

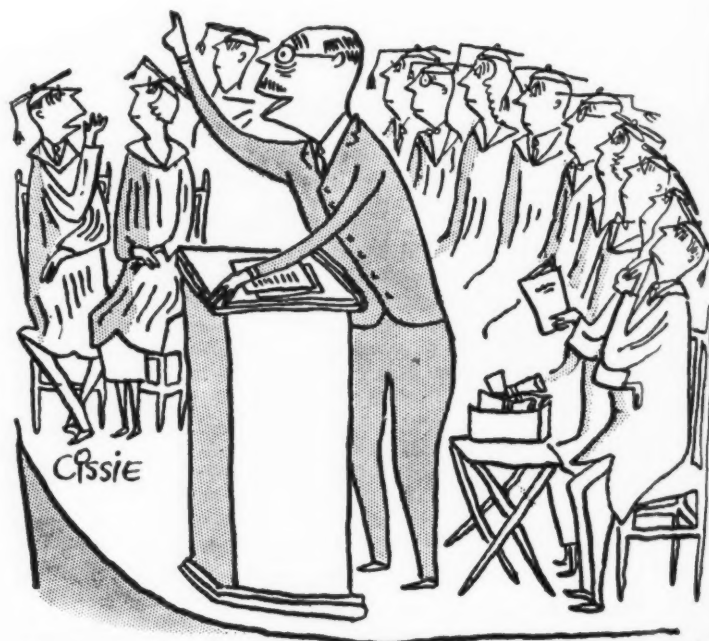
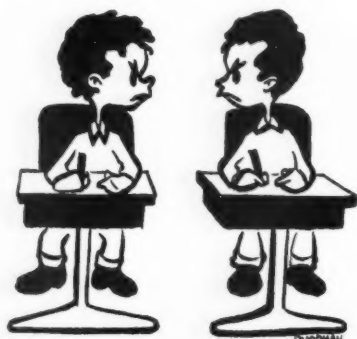
The day's events wound up with an



Inspecting a model at an aviation display are Ethel Johnson, director of elementary education of San Bernardino city schools; Pat Hofferbert, 6th grade teacher at Lowell School, Santa Ana; Marian Wagstaff, professor of education at Los Angeles State College; and, seated, Jeanne Cailliez, consultant in elementary education, Santa Ana city schools.

inspection of the Orange County Airport. Many took advantage of the flights that had been arranged for them.

CO-EXISTENCE



"By the time he finishes will be too old to step briskly outside the world..."

ASSEMBLYMAN LYON HAS HIS SAY

The statement below was delivered to CTA's Executive Secretary on March 15 and is published without editing at the request of Assemblyman LeRoy E. Lyon of Fullerton, author of AB 2600. It is the Assemblyman's answer to Mr. Corey's editorial "Lyon Bill, An Attack on Tenure, Must Be Beaten," which appeared in the February edition of CTA Journal.

By LEROY E. LYON

Teachers of California: Yours is a tremendous responsibility to inculcate in the youth of today—the citizens of tomorrow—an understanding of truth and fairness, the ability to segregate fact from propaganda to objectively and unemotionally evaluate problems and controversies—difference of opinion.

You, above all others, need to and must set an unmatched example of the precepts you teach. I feel confident that most of you do.

It seems incumbent then, upon the profession and its leaders, that they approach an analysis of legislation in the field of education with unimpassioned objectivity and factualness. To do otherwise is to belie that which you teach our youth and expect them to adopt.

You should know: That AB 2600 is not a Bill to "emasculate" tenure, or which "strikes at the heart" of tenure. It does not even amend any basic principle of tenure. Its only significant change is to replace court trial (a judicial function) with an administrative hearing (in an area purely administrative).

You should know: That under the proposed change you are still guaranteed the rights to a full hearing, to subpoena witnesses, to cross-examine witnesses, to confront all accusers, to have all testimony under oath, to have a full transcript made.

You should know: That the School Board is not the "final court of appeal," but that the Superior Court is still the final court of appeal through the writ of review or writ of mandate procedure.

You should know: That review covers both the

technical correctness of procedure and the question of whether a decision was rendered contrary to the evidence or in the absence of substantial evidence; therefore, dismissal cannot be based upon whim, capricious arbitrariness or differences in political or religious opinions.

You should know: That no American citizen has any right, constitutionally or otherwise, to a court or a jury trial with respect to the Administrative Act of dismissal from a job. In fact, the present dismissal law does flagrant violence to the whole common law and American concept of court trial and judicial process.

You should know: That the fundamental principle of AB 2600 is supported by many outstanding legislators; the author, after much study of the whole problem, voluntarily assumed that role, having been convinced before January 3, 1955, that AB 2600 is sound legislation.

You should know: That though it is of no consequence upon what day of the session a Bill is introduced, the CTA sponsored Bill, SB 1967, was introduced a day later—within a few minutes of adjournment—than was AB 2600.

You should know: That AB 3387, introduced by Assemblyman Lyon, proposes much greater responsibility for the teachers with respect to self discipline and self policing than SB 1967.

You should know: That Assemblyman Lyon is the father of four children, two of whom are in school, and is as conscientious in his constructive interest in and concern for the welfare of the pupils and the schools of California as are the teachers.

What Factors Set Salaries?

Teachers' schedules may be unequal
because of factors within school districts.

Selmer Ostlie

HOW does it happen that some "poor" school districts maintain far better teachers and administrative salary schedules than other comparably "poor" school districts? Indeed, how is it possible for some of the districts of low financial ability to pay salaries far in excess of those paid in many of the "well-to-do" districts?

Questions like these have long perplexed salary committees. To provide at least a partial answer, is the purpose of this article.

First, let us take a look at the illustrative table at the bottom of this page.

It should be pointed out that "median" teachers' salaries by themselves are inadequate as measures of the level of salaries. In rapidly growing districts, the number of teachers at beginning salary levels may be such that the median is very low. Many districts have found that despite increases in the salary schedule itself, the median salary dropped, sometimes substantially. Unless there are unusual restrictive policies which prevent teachers from making normal progress step by step on the schedule, perhaps a better measure

is the range of the salaries paid in a preparation classification where large numbers of teachers are generally placed.

Valuation and the Salary

Assessed valuation per a.d.a. is commonly used as a measure of financial ability to support the educational program and is recognized by law in providing the basis for state equalization of educational opportunity. Despite some inadequacies as a measure of relative ability, especially among small school districts where the costs per pupil run high, this is the measure used in the present article. It should be borne in mind, too, that a \$20,000 assessed valuation per a.d.a. indicates a "poor" high school district which receives considerable equalization money from the state. At the same time, a \$20,000 assessed valuation per a.d.a. elementary district is definitely in the "well-to-do" bracket and is recognized as such by not being eligible to receive any state equalization money.

How can elementary districts D and E finance a teachers' salary schedule which results in a median salary hun-

dreds of dollars higher than the medians in Districts A, B, and C? How is it possible for districts D and E to finance a schedule which, in the BA classification, is a thousand or more dollars higher than the corresponding maximums in districts B and C? Similarly, high school districts H and I not only have a higher teachers' median salary than high school districts F and G, but have maximums in the MA classifications of \$6120 and \$6650 as compared with \$5150 and \$5496 in districts F and G. How is it possible that in unified district K the median teachers' salary is about \$600 higher than in unified district J and the maximum in the MA classification is \$1300 higher than in district J?

One or more of the following reasons are possible explanations:

1. Difference in tax rates. Since the amount of money raised by local taxation is determined by the tax rate, a higher tax rate will bring more money into the district than a lower tax rate.
2. Differences induced by growth in the district. Districts which are experiencing an extremely rapid growth, in effect, do not receive the guaranteed foundation program to the same extent as districts in which the growth is moderate or small. This comes about because the present apportionment laws guarantee the foundation program based upon the preceding year's a.d.a. The only extra money which growth brings into the district in any given fiscal year is limited to the state apportionment for growth. The amount of money brought into the district by local taxation is, of course, dependent upon the current year's assessed valuation and has no direct relation to growth in a.d.a.
3. Difference in handling reserves. For example, some districts may have inadequate reserves and, in the current year, may be building reserves in order to make them more adequate or increasing them for other reasons which are deemed necessary. At the same time, other districts may be, during the current year, in "deficit financing" and thus be reducing the amount of reserve.

TABLE I
Salary and Financial Data of Selected Sampling of School Districts

Elementary District	1953-54	1953-54	BA Salary		1954-55	1954-55
	AV/ADA	Median Tchr. Sal.	Schedule Range	1954-55		
A	\$13,424	\$4100	\$3600-5000		\$5300	\$.90
B	8,992	4000	3500-4625		4825	1.17
C	4,602	4010	3700-4650		5000	1.45
D	4,614	4324	4800-5800		6400	1.02
E	3,968	4365	3700-5600		6000	1.54
MA Salary						
High School			Schedule Range			
F	\$38,482	\$4290	\$3500-5150		\$5300	\$1.31
G (Incl JC)	33,882	4575	3760-5496		5938	1.59
H	29,977	5054	4170-6120		6750	1.17
I	19,207	4673	4180-6650		6650	1.08
Unified						
J (Incl JC)	\$32,854	\$4180	\$3700-4800		\$5000	\$2.06
K	32,420	4790	4460-6100		6500	1.65

Dr. Ostlie is director of research for CTA, Southern Section.

Other possible explanations include differences in:

4. Expenditures for capital outlay from general funds.
5. Percentage of the current expense budget going to budget item 2A, institutional salaries.
6. Costs for administrative and supervisory personnel chargeable to the 2A classification.
7. Class size.

How Does District Spend?

Examination of the record of actual expenses of the school districts presented in Table I and of many other school districts indicates that the level of teachers' salaries depends (more than is commonly realized) upon what the district does with the money it has. In other words, the policy a district adopts toward the points raised in 3 to 7 above has a tremendous bearing on what the district does about teachers' salaries. This is not to say that a high level of support on a per pupil basis has no bearing on teachers' salaries; for, as even a cursory examination will show, districts which have progressed the farthest toward professional salary goals are the districts which are financially able to do so. Yet many of the better salary schedules extant in California continue to be maintained in districts of average or low assessed valuation per pupil.

In order to come to grips with the relative effect of some of these factors on teachers' salaries, some data are presented in Table II. Some arbitrary but commonly-used amounts and percentages have been assigned. Two hundred and sixty-five dollars per a.d.a. in the elementary school represents below average financing this year for the first ten budget items. Ten dollars per a.d.a. for budget items 8, 9, and 10, is less than average expenditures and twenty dollars is estimated to be about the average expenditure. Sixty-seven per cent of the first seven budget items allocated to budget item 2A is about average practice in the larger districts. Eight to 12 per cent of budget item 2A allocated to salaries of supervisors, principals and other administrative personnel encompasses a majority of districts' expenditure for this purpose.

Many Choices Possible

At the risk of over-simplification, the following general conclusions can be made as to the relative effect on teachers' salaries of the various choices and combinations of choices which an ele-

mentary school district may make at the \$265 per a.d.a. support program. In general it is assumed that any funds withheld are reallocated somewhat normally among the other budget categories.

1. A difference of \$10 per a.d.a. in the capital outlay expenditure program may reasonably be expected to permit a variance of average yearly teachers' salaries up to \$200.
2. A difference of 4 per cent in budget items 2A (say from 63 per cent to 67 per cent) may reasonably be expected to permit a variance of average teachers' salaries up to \$200 per year.
3. A difference of 4 per cent in the amount within the 2A classification for salaries of administrators, supervisors, and other non-regular classroom teachers (say from 12 per cent to 8 per cent) may reasonably be expected to permit a variance in average classroom teachers' salaries in the magnitude of \$200 per year.
4. A difference in average class size of 3 a.d.a. (say from 27 to 30) may permit a variance of \$450 in the average salaries for classroom teachers.

Support Program Changes Prospect

Limitation of space makes it impossible to present other tables utilizing different support programs. For a quick comparison, if a school district has a \$240 support program instead of \$265 as used in Table II, the last line would have these six amounts: \$4257, \$4356, \$4455, \$4488, \$4587, and \$4686. A \$280 program would have these six amounts: \$5049, \$5181, \$5280, \$5247,

\$5379 and \$5511. Conclusions: It helps to have the means to pay good salaries, but what is done with the available money is important, too.

If, in the procedure and analysis above, high schools, junior colleges, and unified districts had been used instead of elementary, the numbers, percentages and norms would, of necessity, be different. However, the general thesis still holds: there is a great deal of potential salary money involved in capital outlay, relative per cent of the budget allotted to 2A, the amount of supervisory, administrative and non-teaching personnel charged to 2A, the handling of reserves, and class size. The expenditure plan a district adopts in taking account of these factors bears heavily on the level of teachers' salaries and the salary schedule which the district maintains. Perhaps the policy with respect to class size and/or pupil-staff ratio is the most critical of all.

At the high school level, an increase in the pupil-certificated staff ratio from 20:1 to 22:1 would, in an average-wealth district of reasonable size, permit an increase in salaries up to \$500 for each certificated person whose salary is paid from funds in budget item 2A.

It is not the purpose of this article to make specific suggestions concerning how the factors mentioned above should be handled. It is suggested, however, that each district critically examine these factors so that the compromises which must be made between all of the needs and the available funds will take into full account the necessity of paying adequate salaries for all members of the professional team.

TABLE II
Differential Effects of Certain Expenditure Plans in Elementary School Districts with \$265/ADA Support Program

	A			B		
1. Available general funds per a.d.a.	\$265			\$265		
2. Allocated for budget items 8, 9, and 10	\$ 20			\$ 10		
3. Available funds for budget items 1-7	\$245			\$255		
4. 67% of No. 3 (above) for budget item 2A	\$164			\$171		
5. 12%, 10%, and 8% of No. 4 for salaries of supervisory and administrative personnel chargeable to 2A	12%	10%	8%	12%	10%	8%
	\$20	\$16	\$13	\$21	\$17	\$14
6. Subtract (5) from (4)—for classroom teachers salaries per a.d.a.	\$144	\$148	\$151	\$150	\$154	\$157
7. Multiply items in (6) by						
27 pupils	\$3888	\$3996	\$4077	\$4050	\$4158	\$4239
30 pupils	4320	4440	4530	4500	4620	4710
33 pupils	4752	4884	4983	4950	5082	5181

What I'd like to know is

Who Should Buy?

Q. What professional equipment should an elementary school teacher be expected to own for use in the classroom? Should she be expected to supply instructional materials for the children's use such as craft supplies, holiday decorations or special occasion materials, or to furnish refreshments for parents on special open house occasions?

Ans. Many teachers attempt to collect materials and equipment which will enrich the instructional program in their classrooms, especially all types of free materials. Requiring teachers to provide materials is another question entirely.

Knowledge, skills, and personal qualifications to perform a good teaching job are all that the district employs when it employs a teacher. The materials and equipment to use in that job are a district responsibility. An employer is entitled to expect a teacher to do the best job he can with the equipment furnished.

Because of either limited finances or a penny-pinching attitude, some districts do not furnish all supplies a teacher would like to have. Some teachers in these instances have preferred to buy these missing items personally rather than try to teach without them. Even this should not be necessary, but it still is voluntary. Until he can convince the administration or board that the desired items constitute a good educational investment, he chooses whether he prefers to get along without them or buy them himself.

As for refreshments, faculty groups or teacher associations often have undertaken this project for its public relations value. Some teachers, anxious to improve parent relations, have had special room meetings at which they contributed economical refreshments. It is difficult to imagine individual teachers being expected to do this at a school-wide event.

Occasionally these things get started when one teacher, eager to put his best foot forward, initiates the idea of refreshments in his own room. Others follow suit. Soon it becomes an institu-

tion and all teachers continue the practice rather than be rebels. Group discussion by the teachers to shift the responsibility to the district or make it a group activity would seem to be the normal solution in such cases.

Sabbatical Leave

Q. Our professional relations committee has received a request from the Board of Education to assist in formulating a policy on sabbatical leave. Have other districts worked on this problem, and what have been the results?

Ans. CTA Research Bulletin 70 reports on a study of sabbatical leave policies in California districts made early in 1954. There has been a great deal of activity on this subject in local districts since that time, so a higher percentage of districts have adopted policies than were reported in that study.

Most such policies cover the type of study or travel which will be acceptable as sabbatical leave, the procedure for obtaining advance approval, the report which must be presented to the Board on completion of leave, the amount of salary to be paid, and often a limit to the percentage of staff members who will be granted sabbatical leave in any one year.

Nearly any large city district can supply samples of policies now in effect.

Required Deduction

Q. Being on a compulsory teacher retirement system during the biggest part of the year, should the teacher who works at a different job during the summer months ask his summer-time employer to eliminate social security and unemployment insurance deductions from his check? How would one go about getting back contributions to these funds in the past?

Ans. The teacher who can build up credits in the Social Security system through outside employment is fortunate in being able to augment his teachers' retirement system benefits with social security benefits, including

Some questions answered by
HARRY A. FOSDICK

those for his dependents. You have no alternative, however. Your summer employer is required to make the social security and unemployment insurance deductions and also to make his contributions to your account in those funds. I suggest that you obtain the explanatory booklet on Social Security available at your Post Office or the nearest Social Security office to inform yourself on the benefits of that system.

Why Not \$4200?

Q. Why is the California Teachers Association opposing the Senate bill which would set a \$4200 minimum salary? Don't CTA members think their teachers are worth that salary?

Ans. The CTA does not oppose a \$4200 starting salary for teachers. Any district which can finance an adequate schedule starting at this figure is encouraged to do so. Legislation which would enable any district to do this already has CTA support.

What the teachers on the State Council salary committee have opposed is a legal requirement for a \$4200 minimum which would apply to all districts regardless of their financial circumstances. They realize that the effect of this in hundreds of districts would be to reduce drastically the upper brackets of the salary schedule. This is not to the best interest of teachers.

The CTA voted to support the \$4200 minimum salary bill provided additional financial aid is forthcoming to assure that this minimum will not result in reduction of maximum salaries. To accomplish this the CTA has sponsored legislation which would increase the annual state appropriation for school apportionments about \$35 million. In view of present state financial problems, however, we are not optimistic regarding the chances for approval of this proposal.

Training Duty

Q. Several of us have discovered that we're confused regarding the provisions of the law regarding re-

(Continued to Page 46)

PUBLIC SCHOOLS WEEK

April 25-30 we shall again have an opportunity to "make it mean more"

SINCE the Yanks came home from World War I, Public Schools Week has increased in value to California Education year by year. The 1955 observance, sponsored by the Grand Lodge of Masons, will take place April 25-30. Hundreds of thousands of adults



first, have a huddle . . .

will throng thousands of California classrooms—and thousands of children will demonstrate their skills and talents as public, teachers, and administrators join to "take the schools to town."

CTA has sent to all school districts and teacher clubs a guidebook for local planning groups, entitled "Public Schools Week—Make It Mean More." The 8-page booklet, done in two colors and illustrated by CTA's own artist, Mrs. Margaret Atkinson, aims at encouraging programs which will give people the kind of look at the schools that people ought to have.

The balance of this article is taken in large part from suggestions made in the handbook, which was written by our public relations expert, W. Harold Kingsley, acting director of Field Service.

Each community should have an over-all Public Schools Week Committee composed of school people and community leaders, with sub-committees detailed for specific functions.

Publicize the Event

Advertising of the event should be planned so that no channel of communication is neglected. Press, radio, TV,

notes by children to neighbors, art class window posters, notices delivered with milk bottles, organizing each parent to bring a non-parent to school during the week—these are all recommended.

Emphasis is placed on the program in the school when the folks come to visit.

In respect to these programs, the CTA folder says:

"Your in-school program should be so developed that everyone who takes a look will go away convinced that the schools in his town are doing a good job. In larger districts it might be well to have school visits at each level on different nights.

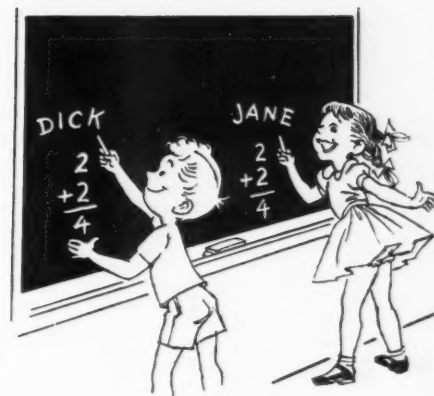
"Here are some suggested activities: During P.S.W. have teachers arrange



send forth the good word . . .

face-to-face talks with parents. Room mothers might arrange group consultations by classrooms or grade level. Have businessmen to lunch and let them 'be students' in various grades afterward. Prepare questions on U. S. history which students can answer. Give them to parents and see if they can answer them. Have a newspaper reporter take actual tests in algebra, history and other subjects and write about them in the paper. Have parents sit at children's places and do kids' work. Leave 3 R work on blackboards. Have pupils act as ushers. Give parents standard achievement tests. Have a spelling bee. On visiting nights have patriotic music playing softly in the halls.

"Show in each classroom all books



read in a year by the class. Give every visitor some piece of printed material to take away. Folders telling of the pre-eminence of California schools entitled 'Be Proud, California' may be purchased at 1½ cents each from CTA Southern Section, Bay Section or State Headquarters. Printed material of a purely local nature is also desirable."

Make It Mean More

As to programs outside of school, the CTA folder has this to say:

"A lot of people in your town will not visit a school. Take your schools to them. Suggestion: One district last year had classes conducted in a store window. Reports it was a big success. Put on class demonstrations before civic groups. Have high school students talk on citizenship before clubs.

"Pass out school literature at all group meetings during week. Have school students sing in churches. Arrange spelling bees between eighth grade pupils and luncheon clubs. Get groups to assign members to talk on The Teacher I Remember Best. Arrange



. . . they like to be kids again

program honoring students who plan to teach. Have teachers talk to organizations on how they are teaching fundamentals and citizenship. Have clubs invite retired teachers to meetings and honor them. Try every route to take schools to town."

We Must Teach Safe Driving

John S. Urlaub

Driver education has expanded rapidly in California because safety on the highway is a public demand.

But our program of instruction has lagged behind the need.

DRIVER education is the fastest growing subject in the curriculum of the secondary schools in the United States today. Each year an increasing number of schools offer the subject either on a compulsory or optional basis. Even a crystal gazer could not foretell the magnitude of the program within the next decade. Administrators who have not made this subject available to every student before graduation are not fulfilling the basic concepts of the modern educational program.

Nothing but a flexible program geared to the current basic needs and experiences of our generation can be deemed adequate or justifiable.

A Necessity of Our Age

To learn to drive safely in order to live in this automobile age is as important as to acquire a knowledge of the fundamentals for success in our academic world.

We can look forward to the day when all beginning drivers will successfully complete a course in our high schools, consisting of both the classroom and behind-the-wheel instruction, as a requisite for the initial operator's license. Many students attending our schools have no opportunity to learn the practical aspects of safe operation of a motor vehicle.

Difficulty in programming can no longer be regarded as a legitimate excuse for the exclusion of this subject from the curriculum. Thousands of schools have met the problem with determination and have included the subject with a minimum of disruption to the existing program.

Instruction Must Expand

If one should ask, "Have we gone far enough?" the answer is an emphatic

"No!" Unfortunately, the next steps in driver education will be determined by our ability to resolve the apparent deterrents inherent in the current program, and with foresight and determination establish standards of accomplishment and methods of operation comparable with those we consider essential to the traditional offerings of the secondary school.

The major deterrent to the introduction and expansion of driver training has been and still is a financial one. Instructor's salary and operation and maintenance of the dual control car are the major expense items. Automobile dealers who for years have provided automobiles to schools on a loan-free basis cannot and should not be expected to continue with this plan indefinitely. The dealers' interest was responsible for the instigation of the program. Now it is the obligation of the school district to carry on. Rental or loan of a car for a fee or outright purchase must be anticipated and undertaken as legitimate expense, paralleling other school offerings.

State Now Leads

California, which has led the nation in making driver education (classroom phase) mandatory of all high school students before graduation, has taken another major step in financing behind-the-wheel instruction that may well set the pattern for other states. By legislative action the vehicle code was amended to the effect that a penalty assessment is placed on all traffic offenses involving moving citations. This penalty on a ratio of one dollar for each \$20 fine, or fraction thereof, is earmarked to finance the excess cost of behind-the-wheel instruction. School districts offering this training are reimbursed for 75 per cent of the excess cost of instructing students in the operation of the motor vehicles, but

not to exceed \$30 per pupil in driver training.

Certain other limitations, such as the student must receive a minimum of six hours behind-the-wheel instruction and a minimum of six hours of observation, are prescribed. This law has given a tremendous impetus to the instructional program and is providing driver training for thousands of students in districts where for financial reasons it would not be possible.

Now I realize that there is a school of thought, and in many cases justifiable, which objects to so-called earmarked funds. It contends that if the subject is educationally sound, it should be financed through regular channels similar to any other comparable curricular offering. Driver education may be considered an exception. So long as students are clamoring for this vital life saving instruction, with parents and boards of education solidly behind it, and when for financial reasons on the local level this type of specialized instruction is denied them, it seems unrealistic to reject a method of financing that will work and imposes no excess burden on anyone. Enactment of similar laws in the various states is considered well within the realm of possibility in the next few years.

Teacher Preparation Important

Experts in the field of driver education are agreed that this is a specialized subject and should require specific teacher preparation in addition to the recommended courses now prescribed for teaching diplomas or credentials.

Unfortunately, in the past there have been teachers assigned to driver education solely because of availability or on the basis of administrative expediency. Preparation, interest and willingness, usually considered as major requisites, were waived in order to offer the subject. When such procedures are demonstrated, it is a disgraceful and

Dr. Urlaub is instructor in driver education at Berkeley high school. He has become a national authority on this subject.

unprofessional attitude, resulting in an injustice to the boys and girls enrolled in the classes. When such practices exist, one cannot expect anything but inferior to mediocre instruction.

The special preparation required at the present time varies from none in some states to twelve semester units in others. The driver education program will be upgraded only when high standards of preparation are required of the teachers.

There should be a minimum of special preparation consisting of at least two preparatory courses, generally described as "A basic course in Driver Education and Training" and "Materials and Methods of Teaching General Safety and Accident Prevention." These should be conducted on a university level and carry credit comparable to courses equivalent in nature. The teacher should have additional preparation in the fields of first aid, psychology and specific methods pertaining to driver training.

Program Is Justified

We have spent too much time in the past attempting to justify our program as being educationally sound and worthy of financial expenditure. Various studies have been made, and in each case it has been shown that when the student completes a standardized driver education program, his future safe driving record has been much better than the non-trained students. From now on we must place major emphasis on such things as: proper grade selection, adequate teacher preparation, securing of teaching aids, driving laboratories and course recognition. A course taught during noon hour, before, or after the regular school hours, with no credit allowed toward graduation, must be replaced by a course comparable in status and credit to other curricular offerings.

A continual evaluation of the existing course offering is fundamental to any educational program. Driver education is no exception. Such courses have unfortunately tended to become static and stereotyped.

At least two major changes in automobile construction, the automatic transmission and the increase in vehicular horsepower, require a changing approach to course content and methods of presentation with its accompanying aspects of safe operation and the effects on the driver.

Teachers must re-examine their

courses in order that the effect of these developments is included in class discussion while the student is learning to drive.

Behind-the-Wheel Time Needed

In the future there will be a greater attempt to concentrate behind-the-wheel instructional time. To train a driver, well skilled in operation of the vehicle from the standpoints of facility and safety, should be our primary objective. Nothing short of this can be accepted. Recent reduction in automobile insurance premiums for students who have completed both classroom and behind-the-wheel instruction, and who have demonstrated a safe driving record for at least six months, will do much to encourage safe driving and promote the program.

Certain phases of instruction given during the first lessons while in the dual control car could well be given in the classroom. The future program will incorporate various revolutions in accord with conservation of teacher and student time and energy.

A driving laboratory equipped with automobiles, safely mounted and exhausted, where engines can be started, gears shifted, and to some extent clutch control experienced, can cut down the instructional time immeasurably. As a consequence we can either train more drivers or provide the students with more driving experience.

Technology Changes Training

Any progressive driver education program should have automatic shift cars available for instructional purposes. The assumption that the initial instruction must be on a conventional shift car, because it is easier to make the

transition from the clutch car to the automatic transmission type, rather than vice versa, is without foundation. Experience has shown that once the student has mastered certain manipulative skills of handling a car, he can master the clutch in a comparatively short period of time. It is not improbable that the first instruction should be given on the automatic transmission car to be followed by the conventional shift.

Where more than one car is used in the training program, it is wise to have a vehicle of either type transmission in order that the student can receive a complete driving experience. For economy of learning time and safety of operation, the automatic shift transmission will replace the conventional clutch for at least the initial stages of student instruction.

Any subject that has grown with such great rapidity as driver education must necessarily have gone through stages of experimentation. Less valuable procedures in administration and teaching techniques have been discarded in favor of those more readily adaptable and educationally sound. Extensive research is needed to provide insight into the many questions for which at present we have no answers.

Perhaps the future of driver education will be affected most by appointment of a State Director of Driver Education working with the Chief State School Officer, who can coordinate, promote and furnish leadership for the advancement of a progressive program. Until such leadership is forthcoming, we must rely on a teacher working with diligence and determination, utilizing the facilities available.



Sch, don't tell them it's educational until it's over...

SIX MILLION SAFE STREET CROSSINGS

Martin A. Tucker

A junior traffic patrol, started 32 years ago, demonstrates effective safety education

TODAY, in every population center and in many rural communities, the problems of traffic safety are important to parents, educators and children alike. All share the hazards and anxieties of traffic-congested crossings which surround our schools. No group in our school population demands more careful thought and concerted action in this respect than do children, ages four to fourteen.

In Berkeley the school safety program receives keen support from the city's police department. It all began in January, 1923, when six boys supervised the school crossing at San Pablo Avenue and Virginia Street.

From Small Beginning

From this small beginning, the number grew until now 850 boys are in charge of 88 crossings throughout the city. Twenty schools—elementary, parochial and junior-high, send the Berkeley Junior Traffic Patrols to crossings six times each school day. In all types of weather, supervision is provided for an estimated 6,500,000 crossings. Not one child has been killed while crossing streets under the supervision of the traffic patrol.

A pioneer in this field, Berkeley is visited by many educators from all sec-

Mr. Tucker is a sixth grade teacher and sponsor of the traffic patrol at Whittier-University elementary school in Berkeley. Pictures were provided by Audio-Visual Dept., Berkeley Public Schools.

tions of the United States and foreign countries who want to know more of "how it is done." These school people, visiting in the San Francisco Bay area, talk with school and police authorities in charge of administering the safety program. Many report later that methods and procedures found here are helpful when applied in their own school systems.

Organization Important

Whittier-University elementary school is one school in the Berkeley public school system. It is located five blocks from downtown Berkeley. Its attendance district is cut in three parts by two main arteries—Grove Street and Shattuck Avenue. Automobiles and San Francisco commuter trains rush people to and from work at the same hour that 560 children use six crosswalks. Providing safe passage for these children has become increasingly difficult in recent years because of increased traffic congestion.

To meet this challenge, the safety patrols are organized into twelve squads; six for the morning and six for the afternoon. The volunteer membership consists of fifth and sixth-grade boys recommended by their classrooms and teachers. These fifty boys wear as "uniforms" the red wool sweater, rain



Crosswalk scene at Virginia and San Pablo Avenues—heavily traveled U.S. 40 highway through Berkeley—on a school day. Alert junior traffic patrol teams and well-disciplined students account for an enviable safety record. Inset above shows the same intersection in 1923, the year the patrol program was started with cooperation of the City of Berkeley.

coat, hat, boots and use the semaphores and whistles—all provided by the City of Berkeley. Assigned as director, one member of the police department works full time with all the schools including Whittier-U.E. and their teacher-sponsors in directing safety activities. This central direction throughout the city standardizes procedures, lending control and status to the program.

One teacher from the Whittier-U.E. teaching staff is appointed by the principal as sponsor for the patrol. The sponsor has the responsibility for the conduct of the entire traffic safety program for the school, a position filled with rich experiences in human relations and opportunities for character development as well as many problems of discipline.

Top Sergeant Has Place

Assisting the sponsor is the Top Sergeant—usually a high-sixth grade boy,

elected by the membership to hold office for one semester. His presence provides leadership to all the patrols at the crosswalks. The Sergeants' Council, by far the most important factor in the program, meets once a week. To these meetings come the sergeants of the various patrols to discuss their problems, reach decisions, and receive help and encouragement. The weekly meetings are presided over by the Top Sergeant while the sponsor takes notes on the contents of the discussion. Other members of the patrol are always invited and any teacher or parent may come—an important factor in community-school relations and often the means of solving difficult and touchy problems between members of the patrol and children using the crosswalks.

The patrol itself, the operating unit, is composed of four boys with semaphores, a corporal to help with escorting children and the sergeant who uses the whistle signal in directing street traffic. The morning patrols are on duty at nine, ten and twelve while the afternoon patrols supervise the crosswalks at one, two and three o'clock in the afternoon.

Crosswalk Supervision Not Enough

If children from nursery school through the sixth grades are to be conscious of the problems involved, an integrated program of safety education must be developed as a part of the curriculum to supplement the work of the patrols. Especially in dense population centers, the safe passage of children at the crossings does not begin at those crosswalks, but rather in the school room.

At our school, the staff recognizes safety as a continual problem which must be treated in many different ways according to the age levels involved. The composing and reading of safety rules in the classroom is a good start but teachers and children go deeper than this. Effective teaching and learning which makes a difference in attitude and behavior demands that the child be immersed in the problem solving situation. Such personal identification means more to the child than the verbal symbols in the classroom.

Play Presentations Help

Dramatic play situations developed by teachers have helped to develop personal identification successfully. Street corner lessons led by the traffic patrols stress conduct and teach self-control.

Here is an excellent example of how district and city can team together to protect children's lives and teach safety and citizenship

Promptness and a sense of responsibility are by-products of this instruction.

At playground assemblies, using simulated crosswalks painted on the asphalt, patrols demonstrate situations. Students volunteer to use roller skates, tricycles, and bicycles and are shown how to "play safe." Family groups sometimes cooperate in these demonstrations.

Primary assemblies in the auditorium extend safety instruction through demonstration of conduct in halls and at drinking fountains and in use of playground equipment. The city's director of junior traffic police appears at these assemblies to talk about dangers of traffic and to offer specific suggestions for personal safety.

We developed a four-scene play and presented it before upper grade students and interested parents. It dramatized a traffic accident, the hospital bill, and the loss of an important game because a player had been hurt. The sponsor and students worked together on scenery, commentary, costumes, and dialogue.

Safety Lessons Taught

While safe passage at crosswalks and alert safety behavior on school property are worthwhile goals for a program, there is a third contribution which must be realized. The program comes at a time in the boys' developing years when "belonging" is important. Boys develop habits of service, responsibility, self-control and mutual respect better in real situations than by reading books or listening to lectures on discipline.

Making right choices, making decisions on acceptable personal behavior, and sharing responsibilities and successes are worthwhile objectives of our safety program. The work of the traffic patrol provides many opportunities for achieving personal growth and character development. On the threshold of adolescence, children in this manner have opportunities to absorb some of the necessary ingredients of tomorrow's citizen.



An illustrated safety brochure published by Eastbay Chapter of the National Safety Council was distributed at a student-parent assembly where a safety play was staged. Identification cards for patrol members name the boys Berkeley Junior Police Officers. The sergeant's manual published by a men's service club helps patrol members to understand their responsibilities.

Freedom *is not an idle word*

Citizenship education in California
is recognized as 30 schools receive
awards from Freedoms Foundation



THIRTY California schools won honorary citations in the sixth annual Freedoms Foundation Awards at Washington's Birthday ceremonies at Valley Forge. That this state's citizenship education continues at high levels is indicated by the tally which shows that California won more honors than any other two states combined.

Principal awards, which provide a Valley Forge pilgrimage for student and teacher, a Valley Forge Freedom library, and a George Washington honor medal, went to three junior high schools and six high schools.

Freedom Library Awards were won by five elementary and junior high schools, three high schools, and two school systems.

Honor Medal awards were won by six elementary and junior high schools and five high schools.

In addition, five students who wrote editorials published in high school newspapers won \$100 each and George Washington honor medals.

Freedoms Foundation at Valley Forge, Pennsylvania, was organized six years ago as an independent non-profit organization, not affiliated with any sectarian religious group or political party. Awardees were named by a distinguished jury from among thousands of nominations which best expressed the inspiring works of individuals, organizations, and schools in building an understanding of the American way of life.

Many Californians Represented

Fifty-eight awards were won by California firms and individuals in addition to the school awards. Classifications included general category, advertising, cartoons, community programs, company employee publications, editorials,

essays, letters from armed forces personnel, magazine articles, motion pictures, public addresses, radio programs, and sermons.

Sunol Elementary School of San Jose, which had won four consecutive annual awards, was named for the sixth time as winner of a Freedom Library award. Last year the Foundation ruled that an awarded school may win a pilgrimage in only two of any five non-consecutive years.

Here is a list of school award winners:

Principal Awards

Gardena junior high school
Fred W. Hosler junior high school, Lynwood
Whaley junior high school, Compton
Alexander Hamilton high school, Los Angeles
Abraham Lincoln high school, San Jose
Lynwood high school
San Jose high school
Sweetwater union high school, National City
Verdugo Hills high school, Tujunga

Freedom Library Awards

Bradford Avenue school, Placentia
Sunol elementary school, San Jose
Frank L. Walton junior high school, Compton
Willowbrook junior high school, Compton
Wilson elementary school, Lynwood
Culver City senior high school, Culver City
Glendale high school, Glendale
Riordan high school, San Francisco
Los Angeles county schools
San Diego city schools

Honor Medal Awards

Anderson elementary school
Claremont junior high school, Oakland

Cottonwood union school
Enterprise junior high school
Roosevelt junior high school, San Diego
University Heights junior high school, Riverside
Corona senior high school
John C. Fremont high school, Los Angeles
Point Loma high school, San Diego
Van Nuys senior high school
Yuba City union high school

Top award for college campus programs was won by University of Southern California for its Institute of Business Economics, creating a better understanding of the American economic system.

Many College Winners

Other college awards went to Claremont Men's College for its summer institute on freedom and competitive enterprise, East Los Angeles junior college for its citizenship program, Occidental College for its seminar on current problems of political economy, and Pomona College for its college teachers' workshop.

Standard Oil Company of California won top award in the radio program classification for its Standard school broadcast, a music program continued since 1926 "which stimulates an appreciation of America's rich tradition of freedom."

Esther Sharp Sanderson of Huntsville, Tennessee, won the top award in essays with "Why I Teach." She wrote: "Work with the material things of life fades into insignificance in comparison with the widening horizons of the exploring minds of youth. . . . I teach for, like a magnetic pole, teaching keeps the needle of my aspirations pointed to the highest and best within myself. I have faith . . . that somewhere I have inspired someone who will take my place and, too, work diligently to keep the American dream alive."



AN OUTLINE map of the United States constructed from tinfoil was an ingenious project of a fifth grade class. Getting the necessary information to illustrate principal products of the states proved to be a valuable educational adventure.

We Make a Product Map

Doris Erickson

MY fifth grade class developed a great deal of enthusiasm in our study of the United States, resulting in the development of a rather unusual product map of the states.

In our study, we discussed what might be the best means of finding out the most important products of each state. The class decided to write letters to the Chamber of Commerce of each state. Each student wrote to at least one state. The letters were written in the classroom but were mailed from home, where replies were also received. Little did we realize the parent interest that this would develop! Each student endeavored to write the best possible letter in order to insure an answer. Students used all their skills associated with letter writing. As the letters began coming in with attractive brochures and informative articles, enthusiasm reached a new high. As the mail came in, each student reported on material received.

We Write Many Letters

To help us visualize the results of our letter writing, the children made a product map of the United States, measuring three feet by five feet.

A committee decided ways and means to build a product map. The students decided that the map would be different, attractive, and useful.

Because of a generous gift of silver-foil paper given by the Permanente Company, which is located in our district, we decided to make our map on some of this paper.

The problem arose as to the best way to show the state boundaries. By process of experimentation and elimination, colored yarn was found to be the most satisfactory material to use. We purchased a large skein of variegated yarn, using a different color to outline each state.

To obtain a large map, we projected an outline map to the proper size and then traced on ordinary butcher paper. The butcher paper we then placed over the foil paper and traced again, leaving its imprint on the foil. Using cement glue, the committee then proceeded to glue the yarn on the map.

We Decide the Products

In order to determine the most important products of the various states to be placed on the map, it was necessary for each student to read text material, the information received in the mail, and other reference material. As they decided the most important products, the search began for small articles to be placed on the map. It was interesting to note the fine spirit of cooperation among the children and the helpfulness of parents in finding the necessary product illustrations and samples.

The result was not only an attractive map, but one from which the children had gained much information and fun in learning.

Miss Erickson teaches at Lincoln school, Cupertino union elementary school district. The description of this fifth grade class was forwarded by D. J. Sedgwick, district superintendent.



The TIME LINE

Arthur R. Wagner

**Building a reference
chart helps fifth
graders to understand
relationships.**

HELPING children to understand the great **people** they can never know personally, to locate the landmarks of history, to work democratically toward a worthwhile objective, to realize the need for reference books and to **enjoy** using them, while learning new words and better writing, seems like a vision of the pot of gold at the end of a rainbow. A time line can be this pot of gold, and it is not a vision.

A time line can be a means of helping the children to "see" their own life spans in relation to the period being studied, can become a "living reference book," and can help to build a lifetime interest in Social Studies.

In the fifth grade at E. M. Cox School, Oakland, we decided to make a time line for our unit, the Colonial Period. Parents liked the idea, and accepted the view that the child needed to "see" his own part in the picture—needed to develop a knowledge of time as a "part of the picture."

First of all, we talked about a small but inadequate commercial time line, "complete" with a few pictures. The class was interested in the idea of illustrating a "story," of course. A committee of two or three students laid

Mr. Wagner teaches fifth and sixth grades at the E. M. Cox school, Oakland. He continues with the same class to which he introduced the "time line" a year ago, the students having voted overwhelmingly in its favor. Principal H. A. Blethen and Supervisor Elinor Robison enthusiastically support the teaching method here described.



This is the second "time line" the class constructed, covering the 100 years following the Colonial Period. The chart tells a story and provides hundreds of documentary details to whet interest in social studies.

out a twenty-foot time line on three-foot by four-foot oatmeal roll paper. They divided it into one-inch periods, each representing one year. We discussed the number of "little markers" in their own lives, and each could readily see his ten-year span in relation to the 240-year Colonial Period.

Many Contributions

"We" decided we would like to see how many important things we could find to put below the line, **accurately** placed. Only events that were important "to many people" were to be chosen. A committee mounted these items after they had been screened, corrected, re-written if necessary. **Everyone could, and did, contribute.** Hundreds of items were brought in. Some children seemed to be living with their books. They used reference books, atlases, audio-visual materials, dictionaries, magazines, and probably even a few old almanacs from the attic.

Equally important, the "time line" moved ahead on three "fronts." Above the line, the class decided to put the pictures and charts that "showed the story." The second was the actual movement ahead on the date line, with items linked to it correctly. The third, of course, was composed of the "body" of the time line, the hundreds of research items. Visitors came, the line

grew, learnings were shared from time to time with other classes. The "ready reference" material on the wall proved helpful in spelling, oral language, and other activities of the Social Studies program. We even devised a few spelling games from it.

Contest in Drawing

We finally reached the place in Colonial history where good boats were needed to illustrate the "story." Everyone wanted to draw boats, and everyone did draw boats. "Let's have a contest," said the teacher, "and we'll vote to select the ones we want to mount to illustrate early river transportation in America." The class voted, and interest spurted.

One committee made an "Explorers' Chart." It was mounted appropriately above the line, and the committee moved on to make a few other small illustrative charts to fit in with the time line. A few "eager-beavers" mounted their items surreptitiously. They weren't in the right place. "Let's cover up the wrong ones with right ones," said a student. Cover them they did.

During this experience, the students learned about some great people, they worked democratically, and they used their reference books. What began as a small project turned out to be a pot of gold—and it was not a vision!

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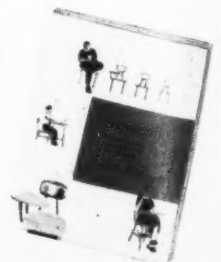
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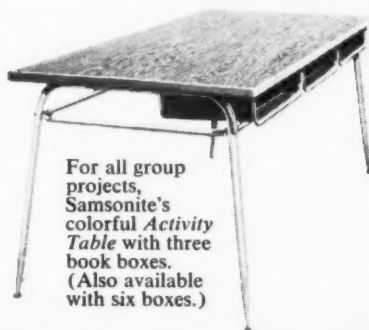
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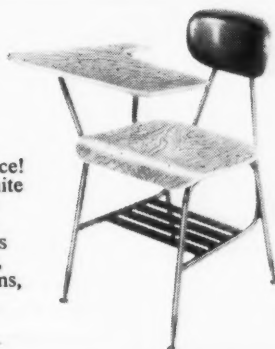


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Kenneth A. Martyn and Harold J. Bienvenu

Mr. Martyn is principal of Addison elementary school and Mr. Bienvenu is principal of Ventura elementary school, both in the Palo Alto unified school district.

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I AM an experienced teacher. I have just completed an interview at Jordan junior high school in Palo Alto. A member of the Palo Alto Teachers' Association greeted me as I entered this modern building. She introduced me to three Palo Alto principals who interviewed me privately in a counselor's office. They were friendly but direct and thorough.

After the interview, a teacher hostess guided me to the library and gave me pamphlet material describing the school system. We had coffee while other Palo Alto teachers answered my questions about the school district and community. As I left at the end of the hour, the superintendent informed me that I would be offered a contract. After experiencing such efficiency and friendliness, I will of course accept."

This testimony on the New Look in teacher selection for Palo Alto resulted from our evaluation study implemented by Dr. Parr and the staff of the CTA San Francisco office.

We began this project at the request of the Area IV Committee of the C.E.S.A. Needs Study. First we evaluated our teacher selection program by questionnaires to teachers and principals in Palo Alto, by letters to ten comparable districts in the United States, by interviews with professional association and teacher college placement officers and by conferences with experts in personnel selection. Then we utilized the evaluation study to reorganize our program of teacher recruitment, selection and assignment. Here is a summary of our findings:

RECRUITMENT

The more good teachers who apply for positions in a district, the better. The following recruitment program, with particular emphasis on the CTA Placement Office in San Francisco, increased the number of experienced

teachers who applied in Palo Alto last year.

1. Use the CTA Placement Office intensively.
2. Conduct interviews in the California and western states college placement offices.
3. Send a letter to placement officers directly from the superintendent each year. Notify them of openings and describe the positions in detail.
4. Send a mimeographed form containing such information as tenure procedure, size of district, and educational policy to each placement office.
5. Notify placement officers promptly when vacancies are filled.
6. Revise the salary scale to place the district in a better bargaining position for experienced teachers.
7. Encourage teachers in the system to invite teaching friends to apply.

SELECTION

Selecting the best teachers from among those applying is too important to leave to improvisation. The screening process must be systematic if it is to be accurate and reasonable in its demand on teacher time. However, the system must also be flexible if it is to work successfully with people. We welcome each candidate cordially and treat him professionally. With these purposes in mind, we set up the following system for selection:

1. Require an application from every candidate.
2. Study the placement papers on each candidate before the interview, if possible. These papers must be seen before the candidate is hired.
3. Obtain a direct recommendation from the immediate previous employer, preferably by telephone or personal conversation.
4. Observe teacher applicants in action. The observation should take place only with the permission of the teacher to be observed, the principal and superintendents involved.
5. Ask the local teachers' association to provide teacher hostesses to meet with the applicants, make them feel welcome, serve coffee and guide them through the interview.
6. Provide a warm, attractively furnished place for the interviews, such as a library with counsellors' offices.
7. Have a team of principals interview each candidate. One such team interview is enough.
8. Have each principal rate the candidate immediately after the interview. Make this signed rating the principal's commitment to the superintendent to accept or reject the candidate.

We inform the candidate immediately of his selection status provided all his placement papers and recommendations have been presented. We consider carefully at this time his preference for assignment.

ASSIGNMENT

A school district's policy on teacher assignment must be explicit. Districts frequently lose good teachers by inadequate attention to this part of personnel policy. The superintendent of schools

has the primary responsibility for the hiring and assignment of teachers. The principal's responsibility for this important facet of administration and supervision varies greatly from district to district.

In Palo Alto the responsibility for the assignment of every teacher rests with the superintendent. Whenever feasible, however, and without abrogation of his responsibility, the superintendent has approved a policy of mutual agreement between himself and the



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individual school principal to whom the teacher is to be assigned. When an effective alternative exists, the superintendent will not assign a teacher to any school where the principal does not want that teacher.

In general, a principal who personally recruits a teacher will have that teacher assigned to his school. Usually, a principal who asks for a specific teacher will have him assigned to his school. When conflict arises, i.e., when two or more principals want the same teacher, the superintendent will make the decision.

The principal must have a direct voice in the selection and assignment of his teachers. He knows the special needs of the children, teachers, and parents with whom the teacher candidate will work. If the teacher and principal are to work together for the maximum benefit of the students, they must have a good personal relationship. They cannot fulfill the purposes of the educational program without general agreement on educational philosophy.

Role of Principal

In many districts the principal has

an indefinite role in teacher assignment and hiring. This leads to conflicts and inconsistency that can do damage to the educational program of the children involved. Therefore the individual school principal must have a responsible and explicit role in the assignment and hiring of teachers.

As a result of our evaluation and New Look in teacher selection, we have an increased awareness of the need for recruiting more experienced teachers. We have found the CTA Placement Service to be the best single source of experienced career teachers. This professional service could be improved however, if even more successful teachers would use it.

Teachers' salaries will improve greatly when we have more active competition for good teachers. The ethical considerations of recruitment make it difficult for a district to recruit teachers from other districts unless the teachers make the first move to show availability. Experienced teachers must indicate availability to districts willing to pay more for career teachers. The CTA Placement Office can perform this service. Administrators as well as teachers can

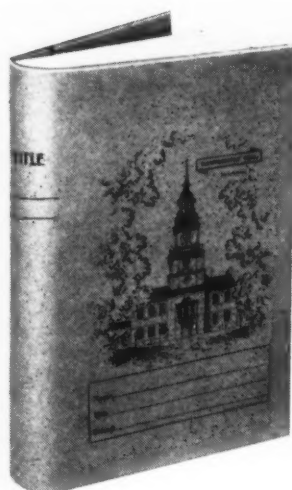
profit from the regular use of this professional office.

Finally, the professional selection of teachers requires skill, organization and constant evaluation on the part of every school district. Palo Alto's success this past year is due in great measure to the attention we have focused on this professional problem.

RESTRAINT OF TRADE



"I should say NOT."



BOOK COVERS

to be effective, must withstand all the weather conditions which students encounter, carrying books to and from school. They must also resist the rubbing and scuffing incidental to their use in the classroom.

HOLDEN BOOK COVERS

are made of a paper especially designed to meet these requirements.

and

They are attractive
They are easily adjusted — and
They stay on the book.

They represent a definite dollar-and-cents saving because they prolong the life of the book from one to three years.

Get The HOLDEN Habit — IT PAYS!

HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD, MASS.

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April 1955

How a Teacher Built a Town Hall

Mabelle B. McGuire

TO start a town hall is not usually an extra-curricular activity for a teacher, nor is it ever listed as a task in the ordinary line of duty. But to Marguerite Scott, who had taken on the principalship of the evening school to relieve a man for war service, it could be classed as both.

That was in 1943 in Ventura, where Miss Scott taught. She realized that the evening school could not meet all the needs of adult education. If only the slender budget could cover a forum type of program!

Taking her problem to D. R. Henry, the junior college principal, she received some good advice. "This is for the people. There will be some civic-minded business men to back the movement if you get it started." There were.

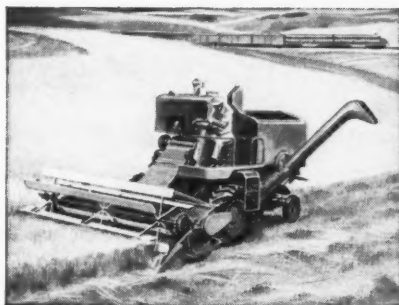
Mr. Theodore Groene, a local merchant, personally endorsed the project and underwrote the first year's budget of \$1800 for four speakers of the highest caliber.

Then Marguerite and her committee went to work. They talked town hall everywhere they went. Miss Scott sold tickets to storekeepers, filling station attendants, students and fellow teachers—350 season tickets! Ventura Town Hall became an organization in the spring of 1944 and has been doing well ever since.

This year the lecturers have been Dr. Frank C. Baxter, Mrs. Eleanor Roosevelt, Dr. Will Durant and Mr. Heinrich Harrer, author and traveler, all good fare for the townspeople.

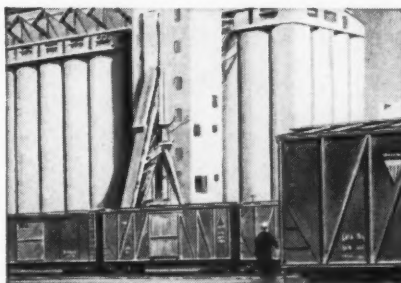
Miss Scott, who is now dean of the Evening Division of the new Ventura College, was recently made an honorary life member of Town Hall. She has the admiration of a grateful people for her inspired efforts to "build" a town hall.

FROM Grower TO Grocer



AMERICA'S RAILROADS MAKE THE CONNECTIONS!

It's a long trip from the grain fields to the fresh, fragrant loaf that appears on your table . . . a trip involving farmers, millers, and bakers across the nation — all linked dependably, economically by railroad!



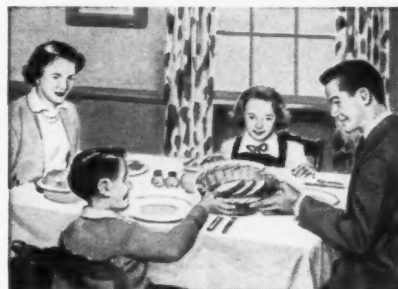
Most of the billions of bushels of grain harvested are moved first to local elevators and then, by rail, to giant terminal elevators. Finally, the grain moves to the mills for grinding into flour and feed.



Here we see a machine at the mill, which sifts flour by shaking it down through multiple layers of fine silk screen. From the mill, bulk shipments go to the bakeries — again by rail.



At the bakeries, dough is prepared by formula in huge batches. Enormous ovens, like the one above, bake thousands of loaves an hour. Then, machine-wrapped, the bread is rushed to stores.



Finally the loaf comes to you, fresh and wholesome . . . and possibly thousands of miles from its point of origin in a sunny western field! Last year, America ate over ten billion pounds of bread.

Linking all the industries and services that produce your bread is the world's most efficient mass-transportation system. The heart of that system is the railroads, serving you speedily at a lower average cost than any other form of general transportation. And doing it over lines built and maintained at no expense to any taxpayer!

**Association of
American Railroads**
TRANSPORTATION BUILDING
WASHINGTON 6, D. C.



Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 17.

How Ninth Grade English Came to Life

Junior high school students create dramatic innovation to show community "This Is Our Life"

Ed Ritter

THANKS to the creative efforts of 36 Corona junior high school script writers and choric program producers, the residents of the community will see and hear a dramatic innovation when they go to the school's graduation exercises in early June.

Instead of the conventional rites, an outdoor production combining pageantry and choric speaking will make the occasion memorable as the probable birth of a new community tradition. Its title: "This Is Our Life."

But the major significance of the project is curricular, Superintendent George Kibby and CJHS Principal Charles Colwell point out. The production will culminate the research, writing, and speaking that are under way in a ninth grade classroom where 36 students this year are finding out that the once-dread English class can be the most exciting and vital part of the day. Their No. 1 resource person and guide is Teacher Elizabeth Marquis. The title, "This Is Our Life," is the key to the course's genius as a motivator of the youths' interest.

The project reflects the administration's and Miss Marquis' judgment that a book report on "Tom Brown's School Days" is less important to Corona students than a report on their own school days. It suggests that identifying adjectives in the worktext is less important than using them poetically in a script that will tell the community about the composite Corona ninth grader. It hints that passive learnings about the principles of good citizenship are less important than involvement in a sink-or-swim civic contribution that necessitates close cooperation among class members, school departments, and community leaders.

Raw material for the program script consists of papers written by each stu-



This committee's job is to find out how outdoor pageants and plays were started in California communities. Other ninth grade English committees seriously went about their independent jobs, helping in the production of a graduation event which may set a new community tradition. Teacher Elizabeth Marquis guided the students in research problems.

dent on poignant episodes of his years in school, on traits exhibited by adults he admires, and on his dreams for the future.

Student committees will use the papers in authoring scripts with proper cadence for choric speaking. Four committees have such special jobs as gathering data on school history and on ways in which outdoor pageants and plays have been developed in other California communities.

Later stages of the project will entail cooperation with other ninth grade English classes to secure maximum participation of graduates. Speech and music departments of the school will help in the final polishing of the production.

Mr. Ritter, a frequent Journal contributor, is coordinator of secondary education for the office of Riverside County superintendent of schools.

Are You a Negativist?

Robert R. Ford

Is our own underdog attitude responsible for much of the defection from the teaching profession? If recruitment needs of 1960 are to be met, our outlook must change.

Mr. Ford is vice-principal of Franklin D. Roosevelt school of Bellflower city school district. His interest in recruitment problems was recently whetted in a USC course in Personnel Administration.

IN current circulation is the story of a hard-bitten executive who hung in his office a sign with the exhortation, "Think!" To his apoplectic astonishment, the next morning he found that his overbearing attitude had prompted an anonymous employee to modify the sign to read, "Think, or thwim."

This bit of humor suggests, however, the serious situation of the teaching profession regarding the problem of recruitment. The preparation of teachers in the United States decreased 6.5 per cent during 1953-54 and indications are that the number of qualified graduates will decrease another six or seven per cent during 1954-55. The number of graduates prepared for teaching has declined 26 per cent since 1950 according to the figures of the NEA. Waurine Walker, NEA president, recently stated that around 40 per cent of the college graduates who have prepared for teaching fail to take teaching positions.

According to Dr. Ray C. Maul, who conducts the NEA Annual Teacher Supply and Demand Report, during the current school year there is need for 85,000 new elementary teachers and 50,000 new high school teachers for new enrollment and as teacher replacements. Another 80,000 additional teachers are needed to relieve overcrowding and replacement of teachers with sub-standard credentials.

These figures assume even more startling proportions in view of the fact that the nation-wide elementary enrollment has by no means spent its force. Even larger numbers are yet to enroll in the first grade. The 4,000,000 births in 1953 established a new record and has assured steadily increasing pressure on the first grade at least until 1959.

Peak Is Yet to Come

At congressional hearings, Samuel M. Brownell, United States Commissioner of Education, used charts which show



New Idea For Graduation

Parents of Kenilworth, Illinois, school created cut-out replicas of each graduate for place cards at class supper. Made big hit. Easy to do.

EASY DIRECTIONS



See girl figure **A** and boy figure **B**. Make patterns; 12" boy; 11" girl. Trace on masonite or plywood, about 1/8" thick. Cut with jig saw; paint flesh color; dry; dress.

Have as many boy and girl cut-outs as there are boys and girls in the class.

Class photo will provide photo of each graduate. Have uniform prints made of each head (including hair)—size of cut-out head, about 1 1/2". Affix with milliner or lamp shade glue. Do not affix until cut-outs are dressed and feet inserted in base.

To dress boys: Small committee cuts patterns and makes. All boy cut-outs are dressed alike.

Trousers:—Fold 7x7" sq. of grey flannel and seam together lengthwise. Turn and flatten with seams at side and stitch 5" up in center of flannel—do not cut separate trouser legs. Fold so there is a front and back crease in each leg; press. Pull on trousers, forcing 5" stitching between legs. Glue tightly around waist. . . Cut white felt shirt front and glue to cut-out with collar turned down, see photo; paste on **B** felt tie (class color). Make complete blue felt coat. Paste on felt flower.

To dress girls: Mother of each girl makes replica of her graduating dress. Slip or petticoat needed for reality.

Make wood base 2x3x3/4" with slot. Securely insert feet of cut-outs.

Want a refreshing little lift?

The lively flavor and smooth, pleasant chewing of healthful, delicious Wrigley's Spearmint Gum helps you relax and gives you a natural little "pickup". Try it tonight.



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April 1955

CTA Journal, April 1955

that the current enrollment of 35,000,000 pupils in the public schools will increase to 42,000,000 by 1960. By this latter date, there will be a great increase in family units as a result of the population increase which began at the close of World War II. In view of this increase in the number of families, it seems logical to assume that enrollment will continue to rise beyond 1960. It is also anticipated that the present need for 80,000 qualified teachers to relieve overcrowding and for replacement of teachers with sub-standard

credentials will have rocketed to 275,000 teachers.

The problem of the inadequate supply of teachers is complex, having a number of reasons among which are: (1) low birth rate of the thirties, (2) recruitment of teachers into industry and the military during World War II, (3) continued recruitment of education graduates into industry at higher salaries, (4) increased school enrollment, (5) increased pupil-teacher ratio and other added duties, and (6) improved licensing standards.



A Bell and Howell photo

Evaluated and Recommended for
**JUNIOR and SENIOR HIGH SCHOOL
 and COLLEGE CLASSES in
 JOURNALISM and SOCIAL STUDIES**

This film deals with a service that is fundamental to the life of any community — the local newspaper. Both the high school social studies teachers and the journalism teachers who evaluated it for classroom use, at the request of the Bureau of Visual Education of one of America's foremost universities, consider that it has "great usefulness" in both these subject fields at the junior high and senior high school and college levels.

The film tells the story of a typical local newspaper — an actual one, the "Newbury Weekly Times" — and of the market town community which it serves. The editor directs the paper independently of any large financial group and without fear or favor. His paper is representative of similar newspapers all over the world. Its pages reflect the life of a typical small country town, reporting events of local interest and voicing local opinion. This is illustrated by means of particular incidents, including that of the editor himself attending a local Council meeting and how, through his editorial advocacy sup-

ported by local opinion, he succeeds in effecting a minor reform. The film takes us from the collection of news to the printing presses and finally shows us how the newspaper goes out to be read eagerly and talked over throughout the whole community.

The teachers who evaluated "LOCAL NEWSPAPER" said that it was "of great usefulness in pointing out the similarities and differences in how Americans and Britons do things" and that for teachers who recognize this "the film has a great discussion potential." They felt it was valuable "for the additional insight it gives into British individual and community character" and for "its comparison of newspapers and social life in two different countries."

"LOCAL NEWSPAPER"

B/W **20 Minutes**
Rent \$2.50 **Sale \$55.00**



BRITISH INFORMATION SERVICES 30 Rockefeller Plaza
 New York 20, N. Y.

But beyond these reasons, it seems that there well might be at least one other. At the present time, it appears that the profession is harvesting the results of the post war negative "help-the-poor-teacher" salary and recruitment programs. It is possible that the manner in which attention has been drawn to the pressing problems of public education has resulted in non-consideration of the teaching profession by potential teachers due to the much publicized low salaries and/or the conclusion that there must be something wrong with the teaching profession if there are so many unfilled vacancies.

Our negative advertising is of the type which is capable of creating a chain reaction, a dangerous downward spiral characterized by a lack of qualified teachers, positions filled by an increasing number of teachers with sub-standard credentials, a decrease in prestige for the profession and an additional decrease in the number of students preparing for the profession.

Suggestions for solving problems of recruitment are many and varied, but the procedure with the greatest potential seems to be the personal contact which teachers have with pupils and parents. Perhaps pupil indifference regarding public education is prompted by a reticence on the part of educators to further their own special interests, but, in a larger sense, it is a travesty upon the ability of our educational system to meet a national problem with which it is directly concerned.

As teachers, it seems that each of us ought daily to ask ourselves the following questions:

1. Have I today by precept made being a teacher seem like a desirable personality pattern?
2. Have I today made some effort to make the profession of teaching seem desirable and worthwhile?

The production of war material which was dependent upon the effort of the individual worker during World War II was acclaimed throughout the nation. A similar demand is facing the teaching profession, a demand for effort on the part of every educator to guide promising pupils toward the profession in a positive, psychologically sound manner. If, through indifference, we fail to recruit an adequate number of qualified candidates, we shall ourselves have struck a blow against our chosen profession.

CRITIC THWARTED

Brustat attack in Fresno parried when facts revealed regarding publication.

The account below, written by Robert M. Rees, CTA Field Service Representative, is a brief summary of a speech made by the Rev. Brustat at Emmanuel Lutheran Church in Fresno the evening of January 20. Noting generalizations regarding infiltration of Communism in the public schools, Rees contacted Dr. Richard Kennan of the NEA and obtained detailed information on the attacker's background in Scarsdale, New York. Rees's summary is contained in a mimeographed release which is available on request. The statement here is published to indicate (1) CTA's vigilance in opposing ruthless attackers of public education and (2) CTA's defense against communistic influences. JWM

Reverend Mr. Augustin Brustat's charges against **Scholastic Magazines** before a Fresno audience January 20 fell flat. Brustat, a Scarsdale minister on a speaking tour, charged the magazines conveyed the party line of Communism and that the editor was formerly connected with a communist front paper. . . . CTA and NEA staff members sought and studied facts about Brustat and his charges.

Findings: Scholastic published twenty-five articles pointing up the menace of Communism during 1954—the outstanding job in the whole country to inform youth about totalitarian governments. The editor was unjustly attacked. Even Congressman Velde's House Un-American Activities Committee is uninterested in pursuing a study of the editor's loyalty to his country.

Brustat, however, was among a handful of citizens in Scarsdale, New York, who attacked high school books. The attackers wanted the board to tell them what teachers had recommended books and writings in the library to which the handful objected. The Scholastic editor, also a Scarsdale resident, presented 3000 signatures of other citizens asking the board to stand firm against the handful. The board stood firm. Brustat attacked the editor again three thousand miles from home, in Fresno.

Brustat wrote his account of the Scarsdale story in the **National Republic**—long a medium for professional attacks upon schools in this country and edited by a professional school attacker named Walter Steele. The July issue of the **National Republic**, 1953, carried a story titled, "The New Three R's—Readin', Ritin', and Reds." A better

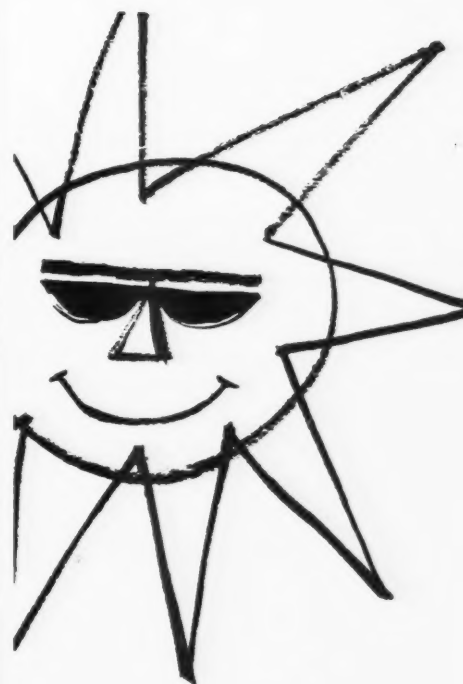
business bureau reported representatives of this publication and a **Lettergram** collected \$5000 support money in one community before it was exposed.

John T. Flynn, himself an attacker of public education as socialistic, could not stomach the **National Republic**. Several years ago he wrote, ". . . what better racket than to save the schools from this monster (Communism). Therefore, organize an agency like, for instance, the National Republic Lettergram Service. . . . Send out letters, bulletins, circulars and pamphlets keeping loyal teachers advised of the march of the Reds on the schools. Then you can call on patriotic rich men to subscribe \$100, \$150, or maybe \$1000 to carry on this great work."

Whether Brustat is misled is the moot question. **He is not courteous!** He let loose a blast at a publication used in Fresno area schools without letting school boards or school people know anything about his dissatisfactions—gave them no time to make adequate investigation and to report their decision. He has yet to prove his contentions about Scholastic and its editor. **Scholastic Magazines** is studying possibility of a case of suit for libel.

The **Fresno Bee**, which reported the charges and alerted school people to them, ran a second story of sufficient length to discredit the charges. At the request of CTA staff members, NEA Defense Commission Secretary Dr. Richard Kennan alerted school people in other communities to Brustat and what he might say and provided Field Service with an account of Brustat's activities.

Valley school people and citizens awaited facts following the Fresno charges.



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A TEACHER AFFECTS ETERNITY

TEACHING often becomes so difficult that it's easy to lose sight of its rewards. The icy waters of the nearest lake seem preferable to the utter exhaustion at the end of each day. The wearing friction of negative attitudes, the effort to sell the most valuable commodity in the world when,

confronted with: "I dare you to teach me anything," slowly chips away at a teacher's morale and endurance. Nor is this all. Just the impact of so many personalities, to say nothing of the animal exuberance of youth, may threaten to engulf us. We're inclined to think, "Why did I ever go into teaching?"

There are other ways I can be of service."

That's the time to sit quietly for a few moments—some place a long way from any school—and let the healing of perspective sponge away the spots of doubt.

Like the ripples on that icy lake, our influence travels far.

"My teacher says . . ."

"Where'd you learn that?"

"Well, my teacher told us today . . ."

How often these words have prefaced some remembered information taken home, or given in answer to an argument or question. Perhaps little Johnny has been persuaded to eat his vegetables, or Jane to drink her milk because, "Teacher says it's good for us." Maybe it's a political argument that's finally clinched by, "Professor Miller knows his stuff; he's a real authority, and he says . . ." Or the job in the business world that the young veteran needs so badly becomes his because of a letter of recommendation from his instructor in the Business Education department. A garage mechanic asks us, "Say, is Stickney still teaching shop up there? He sure taught me plenty about motors. I was sort of wild, but he set me straight a time or two. Reckon I might have got into some real trouble if it hadn't been for him."

These are the things that we, the teachers, do not always hear, but they are a part of our rewards—and, of our responsibilities.

Remembered Meetings

Sometimes as we're walking down the street, someone—we may vaguely remember having met her at a school function—steps us to say, "I want to thank you for all you've done this year to help our son. My husband and I do appreciate so much the interest you've taken in him."

We walk on. How bright the day seems now. The hurt left over from yesterday's problem is nearly gone. We wish we could remember whose mother she is, but it doesn't really matter. Some young life was straightened and strengthened by our touch.

How hard it is sometimes, to see in the restless, belligerent, indifferent youth the home makers, the nation builders, the destiny shapers of tomorrow.

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Four Weeks Session—August 1 to August 27

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Special features include courses, workshops, or seminars in Business Education, Consumer Education, Teaching Sciences in Elementary Schools, International Affairs, Industrial Arts, Human Nutrition, Driver Education, Educational Film Communication, Telecommunications, Family Life Education, Moral and Spiritual Values in Education.

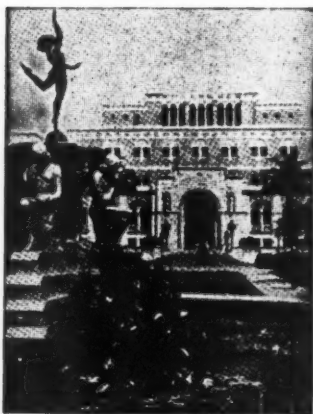
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For Bulletin Write to Dean of Summer Session

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Now. Yet as the years roll by, we watch our former students become politicians, lawmakers, bank presidents, home builders, scientists and teachers. When they reach positions of fame or success, it may surprise us, but it fills us with pride, too, for we helped to shape their careers.

Those long grinding hours of correcting papers, those times when patience was drawn too thin, when tiredness threatened to engulf us—all are forgotten. We were their teachers.

These rewards may seem intangible. Aren't there more to help along the way?

There are so many. There are the bright, alert eyes of Joan to whom—if you're not careful—you'll direct all your teaching. She is so interested, so friendly, so sparkly-like. Your teaching becomes inspired because of her affection and her faith. There's Chuck, Ed, and Carl who drop in after school, and you know they come because they want to. World problems, school difficulties, personal puzzles are threshed out in mighty and wonderful discussions. "Kids" can be so much fun, and give us a more sympathetic understanding of their slant on things. They help us develop empathy.

If the children are of grammar school age, there's the scramble to walk beside teacher. A bit wearing, but it's good to be liked.

Letters Count the Score

Sometimes the mail will bring a letter, the contents of which tighten the throat and make the eyes smart a bit because of the sincere thanks of a parent, or of a student who has taken the time to remember. A word of appreciation helps so much. We suddenly remember that we must be more generous of our praise, too. We often forget that our students need encouragement. They have a pretty hard time trying to see the rewards of an education which they may, some day, use. Like the boy who told my friend, his English teacher, "I can't see no sense in studying this junk. I can make a lot more money right now than you can." For every one like him, though, there are hundreds who take us on faith and even thank us. That's payment in full. Measure heaped up and running over.

Then there is the satisfaction of having taught facts, of having passed on, and added to, the accumulated knowledge of the past. There's so much fun

in learning and in sharing. It seems to me that SHARING is the most important word in a teacher's teaching vocabulary. We share our knowledge, our wisdom, our ideals. How happy we are when we see that our students are learning, and mastering the use of the tools they will need to build a worthwhile world. We must remember, though, that the facts we teach are transient. The attitudes, the patterns of behavior, the ideals are the lasting values. We are teaching character even

when we're not teaching "Character."

Yes, sometimes teaching becomes so difficult that it's easy to lose sight of its rewards, but remember what Henry Brooks Adams says, and be comforted:

"A teacher affects eternity; he can never tell where his influence stops."

ESTHER H. CLOSE

Mrs. Close is a teacher at Chaffey high school, Ontario. She recently received a 20-year service pin in a ceremony which she described in our February edition.

3 new series for elementary schools

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It's Fun to Go *French*

Self-Interest vs. Professional Obligations

Fifth in a series
of statements
from CTA Ethics
Commission.

FROM teachers and administrators have come many questions or complaints regarding practices which are alleged to work against the best interests of education and the teaching profession.

Teachers who accept a position and then later, often near the time for opening of school, ask for release to accept a preferred position in another district are frequent subjects of protest by administrators and boards. Granting the release often causes hardship and loss in the district; refusal might leave the district with a resentful and rebellious employee.

In many instances teachers have failed to return unaccepted contracts, leaving the superintendent and board in doubt regarding whether or not the position has been filed.

It is complained, also, that contracts are held the full 20 days permitted by law at a time of year when every day is crucial to the employing district. Conditions surrounding ultimate refusal have indicated that the contract was used as a means of leverage or bargaining in another district, and that the teacher had little intention of accepting it at the time.

Three incidents in which members applied for specific positions which

Ethics of Contracts and Placement Practices

were not vacant have been reported. One was a superintendent, one a principal, and the other a high school teacher.

Teachers, on the other hand, complain that districts in which they prefer to work sometimes are so dilatory in arriving at decisions that they have been forced to accept less desired positions before the wanted offer arrives. These teachers have not withdrawn their applications on acceptance of another offer, and often seek release from their earlier commitment.

Some of these offenses are specifically covered by the Code of Ethics for California Teachers, while others are prohibited by implication. In asserting that the professional teacher follows ethical business procedures, the Code specifies the following examples:

a. **He patronizes reputable employment agencies.**

c. **He does not underbid for a position or apply for a specific position until he knows it is vacant.**

d. **He works for the appointment and advancement of those who are best qualified by ability and experience.**

e. **He keeps a legal contract unless canceled by mutual consent of the parties to the contract.**

f. **He conducts school affairs through the established channels of the school system.**

To supplement and clarify these principles, the Commission has adopted the following statements of policy as a foundation for activities in connection with placement and contract obligations.

Placing of Applications. Applications for positions should be made through proper channels—usually the Superintendent of Schools or his designated representative. Under no circumstances should the candidate contact board members unless specifically instructed by the chief administrator to do so.

Acceptance of Offers. The 20 days specified by law are considered a maximum time which teachers may delay acceptance or rejection of a contract. It is ethical to notify the district at the earliest possible time.

Withdrawal Pending Applications. Upon accepting a position, the teacher should withdraw applications still pending, and in no case should he continue to seek further opportunities for assignment. Having accepted a position, the candidate has the obligation of informing the placement services with which he registered, in order that records may be completed and files may be closed. He also has the definite responsibility for notifying these administrators with whom he still has applications under consideration.

Fulfilling Contracts. The obligation for observing the contract is reciprocal, applying to the Superintendent and the school board, as well as to the teacher. Accordingly, the teacher should fulfill any written contract which he makes with a school district.

Releasing Teachers from Contracts. Requests for release from a teaching contract should be made only for good and justifiable cause. The teacher's first obligation is to the children in the district in which he has contracted to serve. If such a request should prove advisable, the teacher should explain the circumstances fully to the administrator and make every effort to avoid injuring the educational program of the district he proposes to leave. He should be prepared to fulfill his contract at personal sacrifice if adequate replacement is not available.

Appointing and Promoting Upon Merit. A candidate should seek election or promotion only on the basis of professional merit. He should never employ family, religious, fraternal, or political influences, nor should he seek other offers of employment for the sole purpose of exerting pressures.



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CTA Ethics Commission previously issued four statements which have been published in CTA Journal. A sixth will appear next month. All will be published in a new CTA booklet "The Teacher's Code," due for production in April.

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FOR BULLETINS, address: University of California Summer Sessions Office, Berkeley 4; or 405 Hilgard Avenue, Los Angeles 24; or Registrar, Santa Barbara College, Santa Barbara, California.

Town and Gown Get Together

How a California town and its schools
joined to establish a recreation program.

Brent Hamlin

IN the old days there was often hostility—not to mention open warfare—between a school and the town in which it was situated. These medieval days are long gone, although vestiges of such antagonisms may yet be found. However, the perfect anti-thesis of that comic-opera plot is to be found in the little town of Woodlake, set against the Sierra foothills near the entrance of Sequoia Park in Tulare county.

In Woodlake, the community's two schools and the city government have harmoniously teamed up to establish a community recreation program which is ambitious and which has been successful from its inception. It came about because leaders in the area became impatient with nothing other than talk about the need for recreation—about worthwhile activity to keep youngsters profitably occupied in their leisure time.

They Did Something About It

They decided to do something besides talking about it and energetically set about scouting possibilities for establishing a year-around recreation program on a sound basis.

Every undertaking of this type requires leadership. That leadership came from many sources, as is typical of such an enterprise anywhere. From the beginning, Bill Ferry, young rancher and school board member, was a leading spirit in getting the ball rolling. Two other prime movers were Jim Taber, young community merchant and city councilman, and Jack Mann, head of the physical education department at Woodlake union high school. With many others, these men settled down to work out ways and means of establishing a year-around recreation setup that would meet the needs of the entire community.

That is the way "town and gown" got together with a vengeance in common enterprise.

First, representatives from the boards of the Woodlake union high school, Woodlake elementary school, the city council and other agencies met. Since

1947 there had been a Boys' Club active in the community, but the number of youngsters served by the club was limited. Demands made upon the Community Chest, which supported the Boys' Club, made it impossible to finance the proposed extended program in that way. Supporters of the Boys' Club were reluctant to see the activity of the club stopped. It was agreed that when a solution to the financial problem was reached that activity of the Boys' Club should continue.

Money for the program, modeled after recommendations of the State Recreation Program, came from three public agencies, providing funds for a permanent recreation commission. The city council voted \$1,500, and the two local schools, under the Civic Center Act, allocated \$1,500 each to the budget of \$4,500 set up by the commission. The budget represents an expenditure of two dollars for each of the 2,225 people in the town.

Start with Full Program

Actually, the program got under way on an interim basis last summer. At that time the program consisted of several hours of directed play at the city park. Jack Mann, now director of recreation in addition to his school work, directed activities of from thirty to seventy children for several hours daily. In the evenings he and several volunteers coached four Little League teams in addition to Pony League teams, adult softball and girls' softball teams. Thus, even in the beginning, the recreation program was serving the needs of a wide segment of the local population.

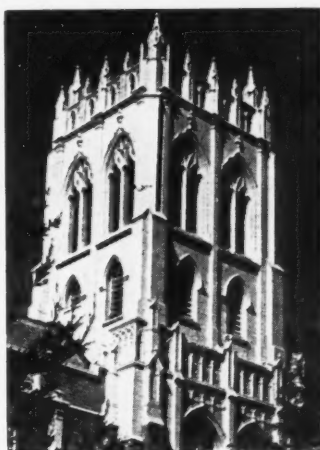
Now, on a permanent basis and operating on the campuses of both schools, at the city park and at the Boys' Club building, the commission employs a director full-time to organize and oversee a diversity of activities. Three College of Sequoias students are employed as aids after school, at the Boys' Club and on Saturdays and holidays, teaching and supervising boys and girls in recreational projects.

Evening play consists of touch football, basketball, and other active games. A College of Sequoias coed gives in-



TENNIS is a popular phase of the cooperative recreational program at Woodlake high school campus. In top picture, Jack Mann, right, watches as Gerry Powell instructs JoAnn Lenning. In center, Ben Maddock, part time coach and College of Sequoias student, discusses the details of touch football with a group of boys. Basketball is also popular with young people of all ages. In bottom photo, the small try get a workout under supervision of Darrell Moody. This is an after-school recreation program involving wide community collaboration.

struction in tennis for five hours each Saturday. Adults have organized a number of basketball teams. They have evening physical education classes paid for by the commission and taught by the recreation director.



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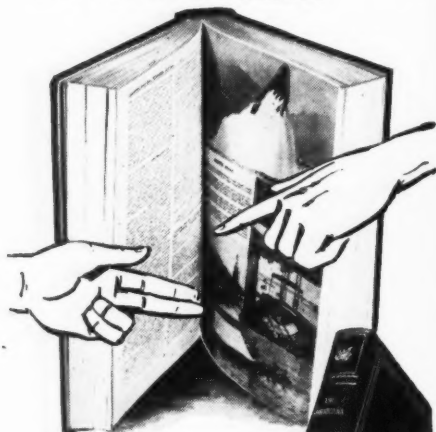
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PLACES TO GO



Travel opportunities
this summer beckon
to teachers; here
are some more ideas
to add to those in
last month's Journal.

T EACHERS planning to take the CTA bus tour through Mexico this summer will be cheered to learn that rates originally quoted for the tour have been lowered. Descriptive folder lists price of tour from San Francisco as \$389 whereas price will actually be \$377; cost of tour from Los Angeles will be \$367 instead of \$379.

Tour folders on Hawaii, South America and the Middle East are available from NEA Travel Service. There is also an NEA Mediterranean Tour, leaving July 12, offered in connection with the WCOTP Conference in Istanbul July 30 to August 5. Detailed itinerary is attractive.

Dr. Adolphe Pervy, who conducts the Trans-Atlantic Student Tours long advertised in the JOURNAL, has sent us literature on several of his tours. **Les Voyageurs** lasts 41 days, leaves Quebec June 23, and costs only \$695. Registration is limited to 15 travelers. **European Holiday Tour** leaves New York June 24 on the S.S. New York, returns September 7 on S.S. Olympia. Detailed itinerary on this is inviting, and lists accommodations in first-class and de-luxe

hotels. This tour is led by Freda Pervy. Dr. Pervy himself leads the **Educational Conference Tour** which is limited to 35 registrants, and sails from New York June 24, returning August 21. Formerly of Zurich and Paris, and a graduate of the Sorbonne, Dr. Pervy has an intimate knowledge of Europe that makes him an exceptionally well-qualified tour leader. Write to him at 8161 Whitaker Avenue, Buena Park, for his descriptive literature.

Travelworld in Los Angeles presents the **Collegians Abroad Tours**, specifically designed for students and young teachers. Age limit on this tour, leaving June 26 from New York by TWA, is 27. All-inclusive price is \$1,455. This agency also handles the "Thru the Lens Vacation Tour" of South America, conducted by Mr. and Mrs. Stanley Wilson. Departing June 26 and lasting 39 days, this tour costs \$1995.

Study Plans Are Attractive

Summer sessions and workshops in this country continue to offer opportunity to those who want to vacation and learn with a minimum of expense. Santa Barbara College offers a new

"Arts Program" taking up all aspects of the fine arts, June 27 to August 6. Credit for work is applicable to certain teaching credentials and may be applied toward the general education requirements in music and art. Write Santa Barbara College, Goleta, for Summer Session Bulletin.

The very real need for more school librarians prompts the Department of Librarianship at San Jose State College to issue a special announcement of summer session library courses. Among them are Technical Processes, Elementary Reference, Book Selection, School Library Administration and Principles of Librarianship. Full details may be

obtained from Dora Smith, Head, Department of Librarianship at San Jose State.

Pasadena Playhouse College of Theater Arts informs us that California high school and junior college drama teachers have written their own summer session program this year. It is the college's first summer on the semester system, and a six-weeks period, June 20-July 31, has been substituted for the former quarter. The college will gladly supply full details.

Oregon State College, Corvallis, will offer a summer workshop in Education for Marriage and Family Life June 20 through July 1. The workshop will be open to junior and senior high school teachers, counselors, and administrators interested in inaugurating or improving a program of family life education. The school feels that it may be necessary to limit enrollment, so applications should be sent in early if you plan to attend.

The Art Ranch in Pescadero conducts its eighth annual summer session, starting June 27. If you are at all interested in developing your talent as an artist, you will be very welcome at the Ranch. No previous art training is necessary, and you will be taught by well-known artists and teachers.

University of Hawaii presents a Reciprocal Workshop in Intergroup Relations during its summer session, June 22-August 2. Intended to benefit all who deal professionally or in volunteer community activities with people of diverse ethnic groups and religious beliefs, the workshop will include lectures, workshop groups, field trips and discussion. Living accommodations to suit every taste are available, with reasonably priced meals served at the University cafeteria.

Administrator Workshops

A three-week workshop for elementary school administrators will be offered by San Jose State July 18-August 5. While planned primarily for those administering elementary education programs, other applications will be considered. Areas to be covered include Personnel, Instruction, and Financial and legal considerations. Enrollment is limited, and participants are encouraged to bring to the workshop a practical problem on which to work, with assistance, during the workshop period.

As in other years, West Coast Nature School at San Jose State will present a

program of pleasant learning, field trips and nature hikes led by outstanding professionals. Sessions will be at Sequoia National Park, Fallen Leaf Lake and Cambria Pines. The school provides information on request.

Twelve different countries in 30 days is the tour offered by Capwell's Travel Service in Oakland. Starting June 25, the tour costs \$1990 and includes air tourist on Pan American. Some of the places visited include Honolulu, Hong Kong, Cairo, the Holy Land, Istanbul, Rome, Paris, London.

Vivian Toewe

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come to mind as we review the combined efforts of some of the world's greatest nature cameramen and eminent authorities in the fields of physical science, geography and the social studies. Judge for yourself by seeing and using any and all of these new titles:

"REPTILES" (color): Karl Patterson Schmidt, chief curator of zoology at Chicago's Natural History Museum guided this broadly-useful general science film which introduces the five orders of reptiles remaining on earth. The noted nature photographer, William A. Anderson, filmed living sequences of lizards, turtles, tuataras, crocodilians and serpents in their habitat all over the U. S.

"LIFE IN THE FOREST" (color): Here, Anderson's camera artistry vividly shows how forests, like cities, are constantly changing and densely populated. The probing telephoto lens reveals how even the trunk of a dead tree teems with life. What is food for one denizen may be a threat to another, but all depend on plant life for food and shelter.

"ANIMALS IN SPRING" (color): Fourth in the distinguished series of films on animal life during the different seasons—superbly photographed by the noted Lynwood Chace. A delightful spring excursion into the natural environs of bluebirds, ducks, insects, frogs, turtles, foxes, skunks, woodchucks, and others.

"A BALANCED AQUARIUM" (color): Filmed in cooperation with Walter Chute, Ph.D., director of Chicago's world-famed Shedd Aquarium. We see two youngsters going through the steps of setting up a home aquarium. Beautiful close-up color photography of fish—an exciting motion picture and an excellent teaching tool for middle grades.



"READING MAPS" (color): The noted geographer, Clarence W. Sorenson, collaborated in this introduction to the subject for primary grades. It explains the sign language of maps, shows how physical features of an area are translated into map symbols; describes use of scales, directions, legends and titles in map-making and reading. Watch for the fascinating aerial mosaic secured with U. S. Navy cooperation.

"THE HUNTER AND THE FOREST" (A Story Without Words): Sweden's honored filmmaker, Arne Sucksdorff has created this remarkable film which tells its story entirely through pictures, natural sounds and an original music score. This imaginative film will provide exciting stimulus to creative writing in the elementary grades; has truly universal audience appeal. Paul Witty, reading authority, is the collaborator.

EBF's versatile production units are literally spanning the world, and even solar space—filming many other forthcoming EBF classroom classics. Watch for news of "Shakespeare" (filmed at Stratford-Upon-Avon) "John Smith" and "The Pilgrims" (all produced by our own John Barnes) now nearing completion in England. Others in the making include: "Gandhi," "Children of Germany," "Ocean Voyage" and "Energy from the Sun."



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conducted by H. Barret Patton

Further information on the subjects discussed in this monthly department may be addressed direct to Mr. Patton, Audio-Visual Director, Santa Clara County Schools, 2320 Moorpark Ave., San Jose 28.

ART POINTS THE WAY. Film: 10 min., Color, Art; Intermediate; Free; Association Films Inc., 351 Turk St., San Francisco.

An actual classroom art project, filmed on the scene, and showing how youngsters plan a trip into space with hand-made puppets, painted scenery and other student-made props.

MEXICO: 8 Filmstrips; Color. Social Studies; Intermediate; \$34.00 a set; \$4.90 each; Herbert M. Elkins Co., 835 Santa Barbara Rd., Berkeley 7, 10031 Commerce Ave., Tujunga.

Teresa and her family, Mexican People Have Fun, Schools of Mexico, Hot Wet Lands, Temperate Plateau Lands, Mountain Lands & Volcanoes, Arts & Crafts, Mexico.

CHESSE FUNDAMENTALS. Film: 15 min., Black & White, Recreation; Chess; Jr. High; Sr. High; College; Adult; \$48.00; Young America Films, 247 Broadway, Laguna Beach.

Its background in medieval history is used to explain the various pieces used in the game. Following this, pawn positions and direction of movement on the board lead to beginning play.

EAST AFRICA. Film: 25 min., color; Social Studies; Jr. High; Sr. High; Adult; \$180; Paul Hoeffler Productions; Harold Klee, Distributor, 2400 - 15th St., San Francisco.

Cities, products, natural features, and wild life in Kenya, Uganda, and Tanganyika are well portrayed in this film. The photography is excellent, both in scenery and close-ups of the animal life of the country.

RUMPELSTILTSKIN. Film: 9 min., Black and white Children's Literature; Primary; Intermediate; Price: \$32.50; Sterling Television Co., Inc., 205 E. 43rd St., New York 17, N. Y.

The well-known fairy tale is brought to life.

ROCKS & MINERALS. Film: 10 min., Color; Elementary Science; Jr. High; Price: \$100; Film Associates, 10521 Santa Monica Blvd., Los Angeles.

Describes the three basic classifications of rocks, their origins, and exhibits of colorful, crystalline minerals. The film will stimulate an interest in studying rocks if used as an introductory unit.

READING WITH SUZY. Film: 10 min., Color; Reading; Primary; Price: \$50; Churchill-Wexler Film Prod., 801 No. Seward St., Los Angeles.

Through the experiences of Suzy, her mother, and her father, words are introduced in interest-catching ways. Never to be forgotten are father's experiences with Suzy's umbrella and his troubles in finding his overcoat and rubbers. Readers will love it. Non-readers should be inspired and helped to start reading.

THE BRITISH MONARCHY. Film: 20 min., Black and White; Social Studies; Jr. High; Sr. High; College; Adults; Price: \$90; United World Films, 6610 Melrose Ave., Hollywood 46.

The position of the British monarchy through the centuries is explained, its continuity, its changes from absolute authority through sharing responsibilities with Parliament and military authority to the present constitutional monarchy. How this fits into the present concept, both at home and in the provinces, makes a fitting close to this illuminating presentation of the development of the British monarchy.

POSTER MAKING—DESIGN & TECHNIQUE. Film: 10 min., Color; Art; Jr. High; Sr. High; College; Adult; Price: \$100, Rental: \$4.50; Bailey Films, 6509 De Longpre Ave., Hollywood 28.

Effectiveness of some posters is contrasted with the weakness of others. Materials needed, types of letters and methods of making a poster are illustrated.

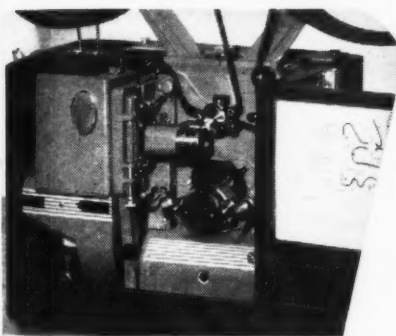
BAITED BULLETIN BOARDS by Thomas Koskey, 30 Clareview Ave., San Jose. \$1.00.

This handbook for teachers covers all aspects of the school bulletin board. Planning and arrangement are given a thorough treatment. Composed of many illustrations and examples which can be used at all levels.



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BETTER CHOICE OF WORDS. Film: 10 min., black and white, color, Jr. High, Sr. High, Guidance, Language Arts, Social Studies, Teacher Education, price: black and white \$50, color \$100, Coronet, Craig Movie Supply, 1053 So. Olive St., Los Angeles.

Effectiveness often depends upon one's choice of words. Three failures by high school students are changed into successes through cultivating a wide vocabulary, having a clear picture in mind, and keeping in touch with the audience.

WHY TOMMY WON'T EAT. Film: 18 min., black and white, Baby Care and Training, price: \$60, Sterling Television Co., Inc., 205 E. 43rd St., New York 17, N. Y.

Various good and bad procedures in feeding are presented. Since many attitudes start at birth, and others from then up to school days, various stages in the development are discussed.

LIFE IN THE DESERT (NORTH AMERICA). Film: 10 min., color, Jr. High, Sr. High, College, Adult, price: \$100, Encyclopaedia Britannica Films, 5625 Hollywood Blvd., Hollywood 28.

Not only are plants and animals of the desert shown, but their methods of survival in such harsh conditions are explained. Though the desert may seem harsh, it abounds with life and beauty.

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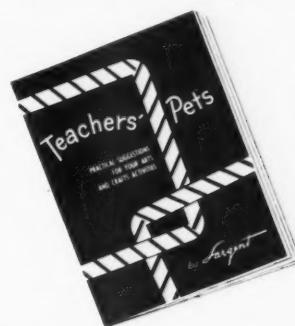


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We Believe Johnny CAN Read

George Arnstein, Ph.D., who normally writes the book review section in the *Journal*, this month devotes his space to discussion of Dr. Rudolf Flesch's new book "Why Johnny Can't Read" (Harper, 222 pages, \$3.) The book, directed to parents, has stimulated wide discussion and has been bitterly assailed by educators. This is Dr. Arnstein's moderate appraisal of Dr.

Flesch's work, a book which may yet create as controversial a storm as Bestor's "Educational Wastelands." (See also Cordially Yours on page 48). JWM

Dear Dr. Flesch:

I read your book with great interest. I guess you wrote it as a letter in order to live up to your own teachings of high

human interest and good readability. I thought it would interest you if I followed this same system: that's why this review is full of personal words like "you" and "I." My words and my sentences are shorter than they usually are but I want to make sure you'll be pleased.

You really have a good point in your book. It does seem kind of silly to teach kids by words instead of letters. And you make yourself quite clear when you explain that this is the way the Chinese read and write: one character for a whole word or idea. That way you have to memorize so much more than the 26 letters we have to learn. But do you really think that our youngsters today learn only words? Don't they ever learn how to put letters together so they can recognize new words? Are they really stumped by new words, as you claim?

You make out a strong case for the teaching of phonics; and then you give us your "eyewitness report." You went to a school near Chicago where you met Miss Mary Hletko. She's a teacher who uses the Hay-Wingo phonics primer. Mr. Charles Wingo is Miss Hletko's superintendent. You were greatly impressed with the results. I have my doubts.

In your letter you report that first graders read straight out of that morning's *Chicago Tribune*. (I don't like the *Tribune*, but that's beside the point. Maybe you like it because it uses simple spelling.) You admit, of course, that some youngsters read better than others. And you also say that they didn't read like adults. That certainly is understandable. They probably vary in their readiness for reading. But you say that this idea of readiness is undemocratic.

You quote the educators: "We give each child in each class just as much as he can handle." But you disagree: "Frankly, when I first saw this tremendous variety of accomplishments in each classroom, I was shocked. I don't think at all that this is something to be proud of, I think it's deplorable."

Dr. Flesch, I don't. I think it's a good idea. Do you want us to go back to fixed standards—you score 70 per cent (for example) or you fail? I must admit that I get just a bit tired of the words "meet their needs," but I do like

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the principle behind them. To me, it's part of what we mean when we say "equality of educational opportunity."

According to you, however, there "is a connection between phonics and democracy—a fundamental connection. Equal opportunity for all is one of the inalienable rights, and the word method interferes with that right. . . . It returns to the upper middle class the privileges that public education was supposed to distribute equally among the people."

I don't understand you. Do you mean that phonics is for everybody, but word method is only for the upper classes? I'm not trying to settle the question of who's more democratic here—you, Dr. Flesch, or the word method people, the "conditioned-reflexers (who) are authoritarians," according to you. Isn't an absolute standard of pass or fail even more authoritarian?

Let's get back to your Chicago trip. "Another child," you report, "pronounced the word atomic correctly, but put the accent on the first syllable." (How's that again? "Correctly"?) "Needless to say," you say, "that six-year-old hadn't the slightest idea of what the word meant."

I'm confused. What's so good about this? He can read a word he hasn't seen before, but he doesn't know what it means and he can't pronounce it. In fact, had he pronounced it really correctly I dare say he would have had a pretty good idea what the word "atomic" means. I wouldn't expect him to know the precise meaning of the word, but I'll bet he would know something about it if it were followed by the word "bomb." According to you that would be guessing, I guess, and you don't like the word guessing. In fact, one of your chapters is called "Word Guessing—Its Cause and Cure."

Why don't you like guessing? I do it all the time. I read fairly quickly and I guess at lots of words. That's how I get up speed. I gulp and scan whole phrases, sometimes even entire lines. Some pages of your book are so repetitious that I can "guess" at entire paragraphs. I'll bet you do the same thing.

Isn't that the crux of the argument? The word method easily leads into reading by whole phrases while the phonic method keeps youngsters tied to slow reading—one letter at a time.

I'm very glad that you made a couple of things very clear: "I have a Ph.D.

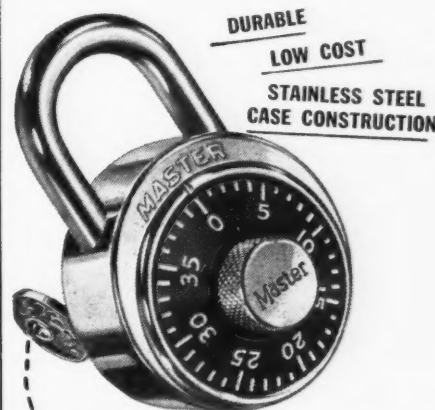
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degree from Teachers College, Columbia, and I am a sincere admirer of John Dewey." And then: "Mind you, I am not accusing the reading 'experts' of wickedness or malice. . . . All I am saying is that their theories are wrong and that the application of those theories has done untold harm to our younger generation."

Even if I wanted to take that at face value, I would wonder why you put the "experts" in quotation marks.

I can't go into your review of the research on "Phonics vs. No Phonics" in detail. I did go to the "Encyclopedia of Educational Research" and found quite a few references you never mentioned. They looked quite important to me, but you say: "I covered the ground as diligently as I could, looking for scientific evidence in favor of the word method. There was none."

Let me quote three samples from the "EER":

"One fact that stands out clearly is that a given method does not always secure equally satisfactory results."

"A second conclusion justified by careful experimentation is that contrasting methods emphasizes different aspects of reading. This fact is brought out clearly in a study by (Professor Guy) Buswell (University of California), who followed for a year the progress of pupils taught by different methods."

"A third conclusion justified by experiments is that certain methods are more effective with given types of pupils than with others."

You looked for evidence, Dr. Flesch. You found "none." You found "that their theories are wrong and (have) done untold harm." How do you know? Have you tried any experiments? Or do you belong to the school of thought which says "Believe me, I know?"

I'm a bit unhappy about something else. You write about the books of the "experts" where "the findings are called 'contradictory.'" And then you add: "The result is always the same: the preconceived notions are endlessly repeated, the true facts are concealed."

Really? "Always?" You make pretty serious charges: misrepresentation, concealment, bias. But in another place in your book you write that you are not accusing the "experts" of wickedness or malice.

And why do you poke fun at the word "contradictory"? I wish the experts

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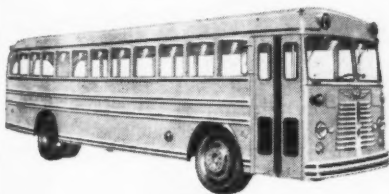
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were certain, but I find it admirable that they spell out their uncertainty. Somehow I can't square that with misrepresentation, concealment, or bias.

Don't you think you overstated your case?

Let me add something about phonics. It seems many school people told you that they really did include some phonics in their methods, that they use "the best features of all methods." According to you that doesn't count. You want "phonics as a complete, systematic subject." You want phonics exclusively.

Why? I rather like the idea of using "the best features of all methods."

I know it's awkward to clutter up this letter with more quotations, but I want to add one more point. You make quite a fuss over the study of Dr. Donald Agnew at Duke. Let me repeat part of his conclusion as you printed it. He found that word recognition and oral reading called for "large amounts of phonic training. If, on the other hand, the purposes of teaching primary reading are concerned with 'joy in reading,' 'social experience,' 'the pursuit of interests,' etc., the investigations reported offer no data as to usefulness of phonetic training."

I think you missed the boat on that one, Dr. Flesch, because you "can fully understand Dr. Agnew's outburst of sarcasm. . . ." Has it occurred to you that Dr. Agnew might be serious? That he was not sarcastic?

You said that you liked the teachings of John Dewey. In that case you ought to consider the joy of reading, the social experiences and the pursuit of interests. You ought to be able to fill in for Dr. Agnew's "etc."

Or do you want reading to be a drudgery? Must it be painful in order to be good?

I didn't want this letter to become so long. I would have liked to consider some of your other points, but we'll let them go. The "experts" can do a better job than I can of examining your research. I do want to congratulate you on your apparent sincerity. Your book ought to be a healthy stimulant for more discussions and greater interest, by parents, in the reading program. But I hope that they'll listen to a few good words for the word study method before they burn the "Alice and Jerry" books.

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What I'd Like to Know Is:

(Continued from Page 12)

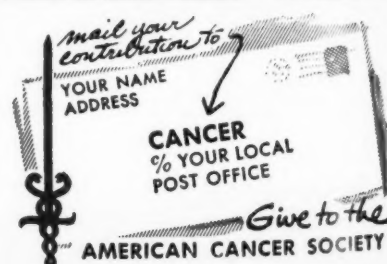
servists taking their annual training duty. Many active reservists here had to take their 15 days training duty during their vacation period. In at least one case, where an educator was on a twelve-month payment basis for eleven months work, he had one-half month's salary deducted even though he took his training during his vacation. Would you clarify this for us?

Ans. Section 395.01 of the Military & Veterans Code clearly specifies that any public employee, after one year's service, shall be entitled to receive his salary for the first 30 calendar days of temporary military leave in any fiscal year. The Education Code interprets the pay for 30 calendar days to be the equivalent of one-tenth of the annual salary for teachers who serve on a 10-months basis.

When any member of a military reserve unit has an opportunity to select the time for his training duty, as is usually the case, the district which employs him might well question whether or not volunteering for duty during the school year actually constitutes being ordered to duty. We know of no case where this has been tested, inasmuch as most teachers are sufficiently concerned regarding the welfare of their own instructional program that they prefer to perform military training duty during the summer months.

If he is a member of an active unit which is ordered to duty during the school year, however, it appears that the teacher is covered by this Code section.

Why any educator would accept a salary deduction for service during his vacation period, however, is beyond understanding. We have been able to find no legal basis for such deduction and feel sure that any district attorney would advise school districts against this procedure if the question is raised.



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BOOK review editors of metropolitan newspapers have had a field day over Dr. Rudolf Flesch's new book, "Why Johnny Can't Read." Joined by booksellers in enthusiastic endorsement, both seem to have overlooked the point that if Johnny can't read, their livelihood vanishes. There is every indication that the book will verify the suspicions of public school critics and create new public relations problems for elementary teachers.

Having a favorable impression of Flesch from his "Art of Plain Talk" and his "Art of Clear Thinking," I assumed that he practiced his own advice as he wrote his new book. Plain talk was evident in an opening sentence: "The teaching of reading in the United States is totally wrong and flies in the face of all logic and common sense." Clear thinking was less apparent as he urged a return to alphabetic-phonetic reading, discarded by all reputable educators 30 years ago.

Fascinated, I read "Johnny Can't" with visions of my own inadequate schooling. I remembered how we learned the alphabet first, then the sounds, then the strange and illogical variations of the English language. Those of us who, fortunately, liked to read in spite of the laborious letter-for-letter sounding-out method, stepped out of phonetics when we developed our own flash recognition of words and phrases and sentences. We didn't know it, but we were ahead of our times in reading skills.

Now, my daughter, who started reading before she learned the alphabet, can read a novel in an evening and has little difficulty with spelling or comprehension. With satisfaction, I see her blithely sidestep the handicap I had to outgrow. I'm toying with the idea of taking some tachistoscope training to boost my reading rate out of the 300-words-per-minute class.

The "word" method, which has been widely accepted since 1926, has proven that ALL our children may be literate. The sight vocabulary gets students off to a faster start, develops speed and comprehension. Psychologists, who collaborated with educators in developing the word method, point out that eyesight, hearing, mental attitudes, and home factors may be the real reasons why Johnny can't read. Certainly there is evidence that our present methods of teaching reading have adequately met the demands of universal public education.

Flesch, accustomed to selling books, hopes to maintain his record. Those who know the problems of education cannot share his enthusiasm for retrogression, frankly hope that his violent views in regard to Johnny's failure will render him suspect as an authority on any subject.

WE move now to the second R. I have just received a copy of the English Leaflet, a 16-page pamphlet published by the New England Association of Teachers of

English. Harold C. Martin, a Harvard professor, uses the entire number to discuss "How the American Boy Learns to Write." Let me quote:

"When I hear that children ought not to be required to learn to read until they are 'ready' and that 'readiness' may not come until as late as the third grade, I have only to look at the reading books to understand these statements. Nothing but the desire to conform, the fear of punishment, or the sad hope that end justifies means can account for anyone's learning to read such tepid, undramatic stuff. As they read, so they write."

Martin goes on to describe incoherent programs in English teaching, which perpetuate three serious faults: 1) they despair at the outset of doing their job; 2) they try to do more than they can possibly accomplish; 3) they do not insist that anything be done thoroughly and well.

Any teacher of English will agree. His despair begins as he prepares plans to cover an intolerable range of material. It reaches a painful stage as he passes students out of his class, students who can not yet express ideas grammatically. Is the answer to "flunk" those who have not learned?

Writing is more important than any other intellectual training a student receives, Martin believes. "It touches nearly all thinking because it deals with the active use of words and it compels the writer to commit himself in terms that he, and others, may examine."

Then the author asks: "How many English teachers have written anything serious in the past year? In the past five years? Can we teach writing if we do not write? . . . Even if the teacher must give up TV, or a new novel, or making lesson plans, or even going through the fascinating articles in the latest pedagogical thriller—"How to Make Children Like to Write"—even at such sacrifice, he ought to write. Write what? Letters to the editor, if nothing better. Or letters, never sent, to the principal.

"The American boy does not learn to write. If he becomes able to, it is because he stumbled upon it. We can change that. We can change it by requiring him to write and write; by becoming writers ourselves."

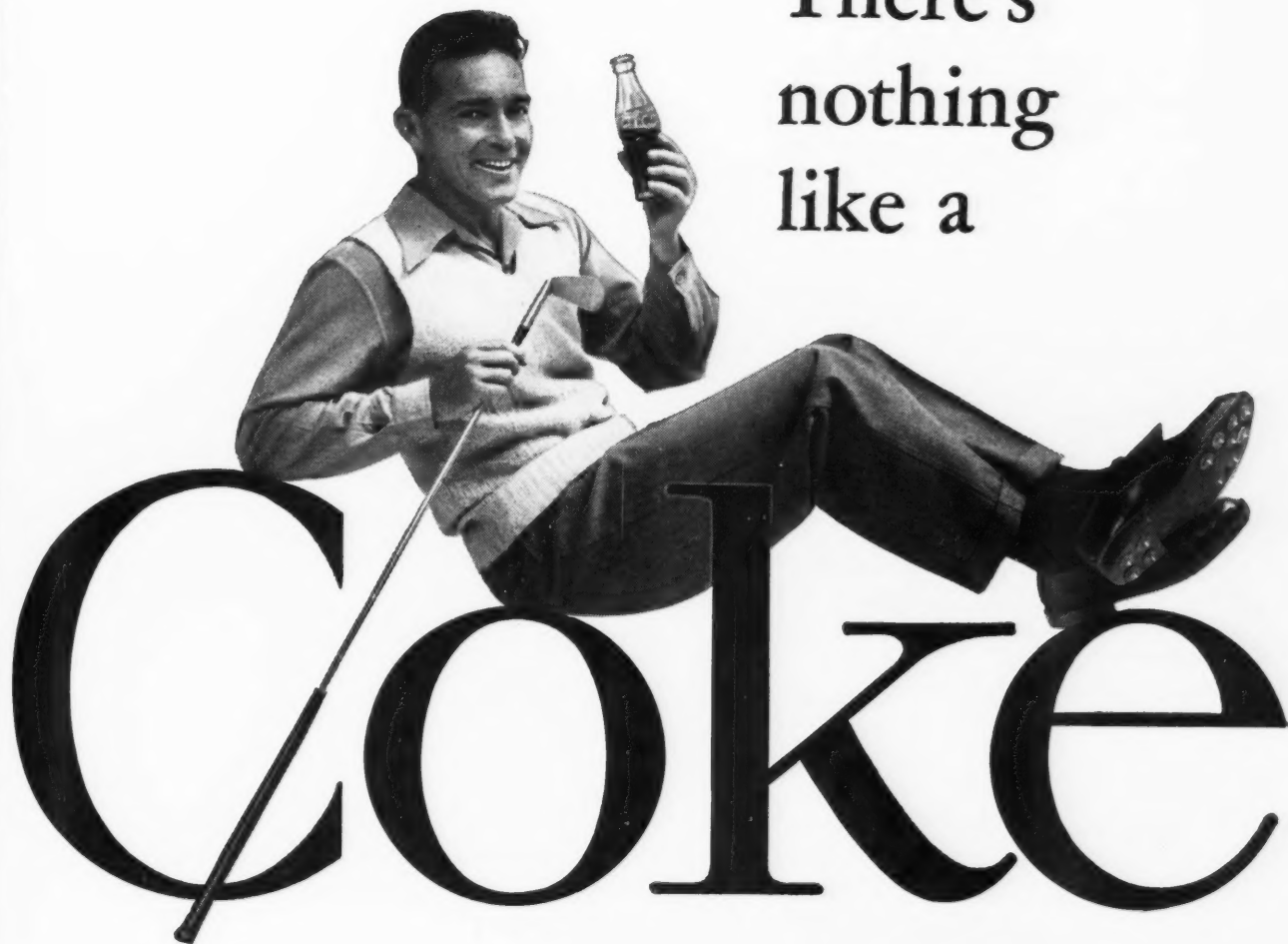
Authorship is, for many teachers, a prerequisite to academic success. Getting published, the professors say, is necessary to top degrees and top pay. So many try writing for professional journals. They soon convince themselves that all editors are grouchy, abusive, and arrogant. They cloud half-developed thoughts in verbiage, weaken with passive voice, demonstrate indifference to word choice, commit sins in grammar. Those who find their names in by-lines have rewritten patiently, sought criticism, worked diligently toward coherence and readability.

We should like to assume that all teachers express themselves clearly and forcefully on paper. Alas and unhappily, my experience as your Journal editor does not verify this assumption. But lest I be labeled ingrate and liar, I must hurriedly add that some contributors DO write well.

Martin's admonition to students—write and write and write—as the only sure way to writing skill—applies equally to teachers. It will be a glorious day when every manuscript in my morning mail challenges my attention, reads smoothly, goes directly to the point, narrates colorfully, observes space limitations, and delivers a sound idea. When that day arrives, I shall vigorously reject the criticism that our children are not learning to read and write. For teachers will then be practicing what they teach.

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at work or
while at play*

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